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1921/22

Cedar Crest College for Women



1921-1922

ALLENTOWN, PENNSYLVANIA



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THE OPEN DOOR



THE 1921 GLEE CLUB

Cedar Crest College *for* Women



1921-1922

This catalogue gives information concerning the Collegiate Departments of the institution only. A separate Preparatory Department, principally for day students, is also maintained at Cedar Crest.

ALLENTOWN, PENNSYLVANIA

ALMA MATER

FAR OUT ON CEDAR CREST
STATELY AND TALL,
STANDS OUR FAIR COLLEGE
DEAREST OF ALL.
SHE NE'ER WILL FAIL US;
SHE'S STOOD EVERY TEST;
SHE'S OUR ALMA MATER,
WE PLEDGE HER OUR BEST.
SHE'S OUR ALMA MATER,
WE PLEDGE HER OUR BEST.

College Calendar

1921-22

- SEPTEMBER 14.....10 A. M., Opening Exercises.
- SEPTEMBER 16.....Reception by Y. W. C. A.
- NOVEMBER 23.....Noon, to Nov. 28, 8.30 A. M.,
Thanksgiving Recess.
- DECEMBER 9.....Dramatic Club Night.
- DECEMBER 14.....Y. W. C. A. Christmas Program.
- DECEMBER 16.....4 P. M. Beginning of Christmas
Vacation.
- JANUARY 4.....8.30 A. M. Close of Christmas
Vacation.
- JANUARY 13.....Glee Club's Opening Concert.
- JANUARY 23-27....Midyear Examinations.
- JANUARY 27.....Midwinter Dance.
- JANUARY 30.....Beginning of Second Semester.
- APRIL 11.....4 P. M. to April 19, at 8.30 A. M.,
Easter Recess.
- MAY 5.....Dramatic Club's Outdoor Play.
- MAY 15-19.....Graduate and Undergraduate Re-
citals in Voice and Piano.
- MAY 22-26.....Second Semester Examinations.
- MAY 28.....4 P. M., Baccalaureate Sermon.
- MAY 31.....Class Reunions.
- MAY 31.....8 P. M., Class Day Exercises.
- JUNE 1.....10 A. M., Commencement Exer-
cises of Class of 1922.

The Aim of Our Work in the Field of Education is Twofold



*I*N the first place, we look upon ourselves as the chosen husbandmen of God. Consequently, the students who are committed to our care become an unusually sacred trust. We prepare the soil; we sow the seed; we cultivate the young plant in its various stages preparatory to fruitage; and, at the same time, we create an atmosphere in which the plant is given every possible opportunity to develop along natural lines. In this field the cultural subjects in art, literature, history, and the sciences are of primary importance.

In the second place, the day in which we are living demands a technical training of the hand and the mind. Such training must have in view some specific field of professional or vocational activity as a life-work. Inspiration and zeal for service to humanity, therefore, must be supplemented by special training along definite lines. For this purpose, the curriculum offers the vocational subjects which are intended to quicken the native ability of the student and give her a reasonable efficiency in her chosen field.

PRESIDENT CURTIS

Past Prestige—Present Achievement



THE CHARTER of the college was granted in 1868. The graduates of previous years form a body of loyal alumnæ who cherish the traditions of the college and add to its prestige in their home communities.

The entering pupil is interested, however, in the spirit and opportunities of the present. Five years ago the college moved from a city location to the present suburban site. Housed in splendid new buildings, the institution, under the presidency of Dr. Curtis, has been modernized in every particular. The students reside in most commodious dormitories; they find healthful recreation in the open-air and gymnastic sports, in club and social activities; they receive inspiration and guidance from close association with able instructors; they become fired with the invigorating Cedar Crest spirit; and, above all, in the classrooms and laboratories, they find instruction, the chief and only aim of which is to fit them for efficient, worthy twentieth-century living.

The Men Behind the College



NE IS often able to judge the character of a college by the character and rank of the men who control its policy. Cedar Crest College, although unsectarian in its administration, is owned and controlled by the Reformed Church in the United States. Of the twenty-four men elected to govern and direct the college, six are prominent clergymen and eighteen are well-known, substantially rated business men and attorneys, whose sound, progressive business reputation is equaled only by their devotion to the higher education of young women in America.

THE BOARD OF TRUSTEES

THE HONORABLE WEBSTER GRIM, *President*

Attorney-at-Law and Pennsylvania State Senator, Doylestown, Pa.

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ELMER E. HEIMBACH

Manager of Hotel Allen, Allentown, Pa.



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Manufacturer and President of Lehigh County Agricultural Society, Allentown, Pa.

THE HONORABLE FRED B. GERNERD

U. S. Congressman, Allentown, Pa.

THE HONORABLE C. O. HUNSICKER

Ex-Mayor and Attorney-at-Law, Allentown, Pa.

The Spirit of the Courses

"An educated person is one who refuses to view the world from the spire of his own parish church."—VOLTAIRE.



THE CEDAR CREST student is one who is preparing for the broader field of a modern woman's activities. She is content neither with a dilettante's knowledge of fashionable graces, nor with a scholastic browsing in the classics. Besides a strong and graceful body, she covets a knowledge and ability that will enable her to play some particular, important rôle in the great drama of life. The college instructors, studying her individual talents and weaknesses, guide her in her work. At the same time they stimulate her to acquire a broad, modern, American culture as a sure foundation for all twentieth-century living.

From the variety of college courses, the student is able to choose those in which her particular talents lie. Piano, Voice, Expression, Household Arts, or some particular group of academic subjects for teaching may attract her and lead to her specialization. The course in Secretarial Science appeals particularly to the girl who wishes to enter the world of big business with a sound knowledge of business practice and with a specialized skill in secretarial technique.

For each of these lines of study the college offers a four-year course leading to its appropriate degree. The student who can spend only two years at college work and who maintains a high scholastic standard is granted at the end of her shorter course a certificate for the work covered.

A detailed description of these courses is to be found on pages 33 to 88.



TEACHER PREPARATION

TEACHING as a profession has made great advancement during the last few years. There has been a demand everywhere, not only for increased remuneration for teachers, but for greater social and professional recognition. The young woman who selects teaching for a profession enters a field, to-day, in which the demand for competency far exceeds the supply; she is also following an honored tradition of her sex.

The plan of cooperation recently put into effect between Muhlenberg College and Cedar Crest, places the latter institution in an especially strong position so far as teacher training is concerned. The graduate who receives a degree from each institution can easily meet, without examination, the certificate requirements of practically any state in the East.

The departments of English, Modern Language and Secretarial Science are especially well equipped to prepare teachers in their respective branches. In these three fields there is a great demand for well-trained women teachers.

COOPERATION WITH MUHLENBERG COLLEGE

IN 1920, the trustees and faculty of Muhlenberg College and the trustees and faculty of Cedar Crest put into effect an agreement which brings certain marked advantages to the Cedar Crest candidate for the Bachelor of Arts Degree and to the students in the Household Arts and Secretarial Science Departments who are preparing to teach. This agreement provides for a large amount of faculty cooperation between these neighboring collegiate institutions. Certain professors of high calibre from Muhlenberg are scheduled to carry advanced classes at Cedar Crest, particularly in such departments as those of Education, Psychology, Political Science and Philosophy. These courses are elected not only by candidates for the Bachelor of Arts Degree, but also by all of those students who intend to teach.



Cedar Crest

The student who completes the requirements for a Bachelor of Arts Degree at Cedar Crest may, at the same time, meet the Muhlenberg requirements for its equivalent degree, Bachelor of Philosophy. Thus at the end of her course, a Cedar Crest student may receive both degrees—one from each institution. The Muhlenberg degree of Bachelor of Philosophy carries with it valuable prestige and recognition for teachers.

HOUSEHOLD ARTS

THE Household Arts Course offers to the student the essentials of a liberal education combined with a scientific study of modern housekeeping and home-making methods. This course prepares the student either to preside over the modern household or to follow a career as a professional dietitian or teacher of Household Arts subjects. Since the program of studies leads into that field for which a woman's instincts have so admirably prepared her, the Household Arts offer to many young women a great attraction.

In the fall of 1920 the cooking laboratory at Cedar Crest was equipped throughout with electrical hot plates and stoves. The practical work accomplished with this modern equipment is of inestimable value.

SECRETARIAL SCIENCE

IN harmony with its purpose to encourage collegiate education that will prepare young women for a specific place in the world's affairs, the Board of Trustees early in 1919 established a Department of Secretarial Science. This department offers to the alert, ambitious young woman an opportunity to train herself for the better business positions that are constantly demanding well-educated and thoroughly competent young women.

The four-year course leads to the degree of Bachelor of Secretarial Science and gives a young woman such a broad education, such an extensive understanding of the



fundamental business principles and practices, and such a thorough training in secretarial technique that she is prepared to assume a position that will lead to great responsibility and remuneration.

A student who completes her course at the end of two years or three years of work in the Secretarial Department receives a certificate for the work accomplished when her class standing is of a high order. Such a student finds herself prepared to fill, with credit to herself and to the institution, positions that lead to real private secretaryships to men of big affairs.

SUBURBAN SITE

THE student at Cedar Crest is not concerned with the oft-heard controversy concerning the relative merits of the city and the country college. She finds in her college the advantages of both. Cedar Crest, a mile from the edge of the city itself, lies on the borderland between suburban homes and prosperous farms. Here Nature's gifts—clear air, pure water, and glorious views—abound. The silhouette of the city buildings is seen against the eastern skies, while Cedar Bluff, crowned with its artistic homes, stands out to the north and the Lehigh Mountains to the far south.

The exclusiveness offered by such natural advantages fosters not only a steadfast application to college work, but also the development of a distinctive college spirit and the intimate friendships with college mates from distant cities.

CITY ADVANTAGES

THE wide-awake student, however, wants to feel the pulse of life—city life. She wishes to take advantage of the city's musical and literary opportunities, she wishes to come into contact with the city's religious and philan-



thropic movements, she wishes to combine with her theoretical study of economics, sociology, and business, the practical knowledge which comes from contact with the city's big business, the city's government and courts, the city's social problems.

In Allentown—a fifteen-minute trolley ride from the campus—the student finds a city of 75,000 population. "The Queen City of the Lehigh Valley" is known far and wide for its teeming industries, its progressive civic spirit, and its musical and literary offerings. Four railroads, the Lehigh Valley, the Philadelphia & Reading, the Central Railroad of New Jersey, the Lehigh & New England, keep it in touch with the stream of world's commerce and thought. Philadelphia and New York, each less than a three-hours' ride distant, contribute to the progressive character of the city. Three well-known men's colleges, within a seventeen-mile radius, add to its academic atmosphere.

The social, religious, and business life of the city co-operate with the college in all its activities. The weekly addresses by prominent business men to the secretarial students, the courtesies shown the students on inspection tours of the city's factories and testing laboratories, the liberal space in the four daily papers allotted to student correspondents of college events, the group attendance at musical events or the theatre's best offerings—all illustrate the kind of urban activity which the Cedar Crest student delights in and profits by.

CAMPUS AND EQUIPMENT

THE college property of fifty-three acres extends from Cedar Creek, with its well-known natural beauty, on the north, to the state highway to Reading and Pottsville on the south. The plateau on which the buildings stand rises one hundred and twenty-five feet above the surrounding country and affords that variety of terrain



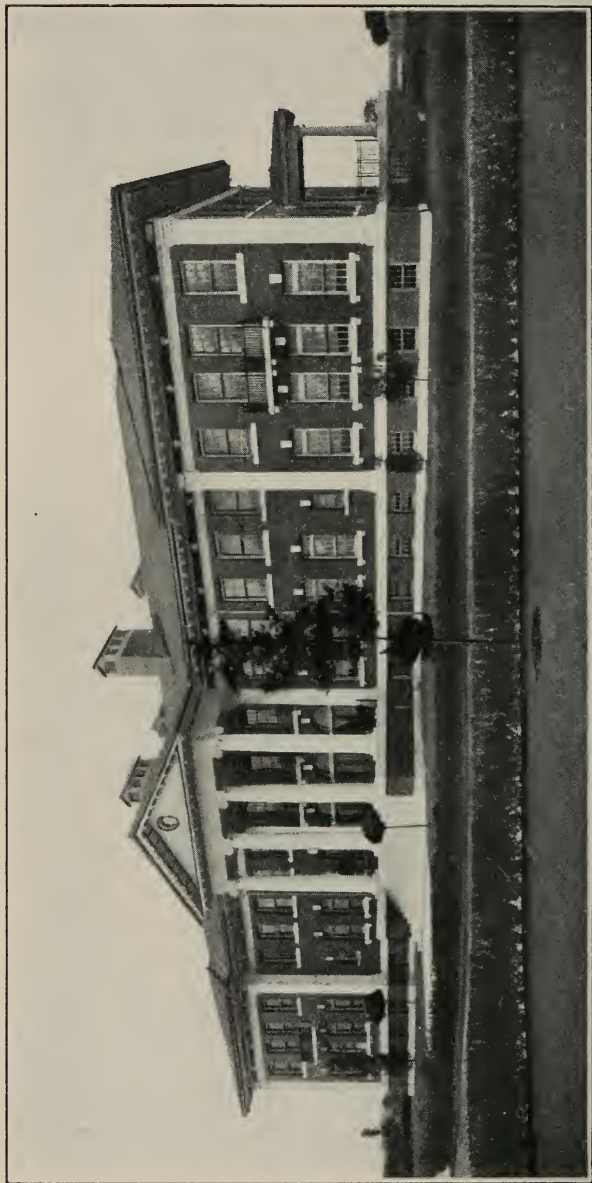
which adapts itself admirably to courts and fields for tennis, soccer and basket-ball, and, in winter, to all the winter sports. About half of the college property is under agricultural cultivation; the rest is used for the buildings and as campus for the student activities.

The Administration Hall, in the center of the campus, is architecturally of the Greek classic design, modified into the colonial with a touch of the warmth and hospitality of the Southern Italian. It is built of golden buff tapestry brick, with white Vermont marble trimmings, and has a red tile roof. The interior woodwork is natural oak. The corridor floors are tile and terrazzo. The classrooms and studios, modern in arrangement and equipment, afford ample opportunity for all academic activities.

The original plan provided for a number of small dormitories, each to accommodate from thirty to forty students. After one dormitory had been built, the World War halted the construction. The increased demand for admission led the Trustees in the spring of 1920, to consider the erection of a new dormitory. The greatly increased cost of construction compelled them to abandon the small dormitory plan of accommodation and to design a dormitory which will eventually accommodate more than 150 students. One wing of this structure was rushed to completion during the summer of 1920 in order to accommodate the young women seeking admission that fall. This larger dormitory is so planned that the group idea will be carried out by means of partially separated wings and halls.

THE NEW DORMITORY

THE external architectural lines of this building bring it in harmony with the other buildings. The walls are built with the golden buff tapestry brick, in the rough texture, with wide raked-out joints. The roof, with wide projection, is of red tile with a heavy roll. The building



THE ADMINISTRATION BUILDING



Cedar Crest

is so planned as to lift its basement above the ground-line of the campus, making virtually a three-story building.

The plans of the completed building call for reception rooms, parlors, and a dining-room to accommodate two hundred and fifty. Both floors of the wing already constructed are devoted exclusively to dormitory purposes with ample lavatory facilities.

A variety of room types is provided in this building. Three-room suites, single rooms, double rooms, and two double rooms with connecting bath for four girls—from these a pupil may select accommodations to suit her taste.

The recreation hall in the basement of this building is fast becoming the center for the informal student gatherings. This room is finished with the golden buff tapestry brick. The huge fireplace, the piano, and the adjoining kitchenette vie with each other in student popularity.

Like all of the Cedar Crest buildings, the new dormitory is sectionally fire-proof. It has ample and comfortable equipment and affords unexcelled sanitary provisions.

LIBRARY AND REFERENCE FACILITIES

THE Library contains four thousand five hundred volumes, accessible to the students at all times. In the reading-room, the forty current periodicals and magazines cover not only the fields of literature and current events, but the special departments of music, household economics, expression, and business as well. Each college department has its special library of reference books. An especially valuable collection of modern business books is being accumulated by the Secretarial Department.

LIFE IN THE DORMITORY

THE girl about to leave home for college looks eagerly forward to the acquaintance and companionship of girls from other cities. Those who have watched the



Cedar Crest

yearly gathering of students—the introductions, the new friendships, and the growth of permanent comradeships—realize that in this very process lies one of the most potent factors in the development of personality and character. Cedar Crest dormitory life and social activities are planned to foster this enjoyable and profitable phase of college life.

All rooms have hardwood floors, steam heat, and electric lights; they have ample window space and are well furnished. The original dormitory plans provided suites of three rooms for two students—a bedroom for each girl and a study in common. Each year the demand for college admission is far in excess of the rooming accommodations. Rather than disappoint so many students or send students to the city to board, the college officials have decided to place three students, rather than two, in the three-room suites until additional quarters can be arranged. This, it is found, can be done without crowding.

“Good manners are fragrance on the atmosphere of femininity.”

It is a tradition at Cedar Crest that students shall observe the courtesies and amenities that make social intercourse helpful and pleasant. As much as possible the students are placed on their own responsibility and under regulations of their own making. At the same time, the entire dormitory life is under such faculty oversight that parents feel that every safeguard is thrown about their daughters.

HEALTH AND RECREATION

A GRACEFUL and healthy body is the first concern of young womanhood. The fine air, the pure water, and the modern, sanitary buildings of Cedar Crest are a guaranty of the most favorable health conditions.

The Cedar Crest students believe that physical develop-



ment can best be gained through voluntary recreation and out-or-door sports—tennis, hockey, basket-ball, soccer, and hikes in the country. Supervised gymnastics, however,—systematic training for general physical development and remedial exercises under competent faculty supervision,—are required of each student unless excused by a physician's order.

SOCIAL LIFE

A MIDWINTER dance, the Junior Prom, and the class parties, in addition to the usual commencement festivities, provide a few formal functions for the social calendar. Yet every week-end finds the girls participating in some sort of informal party, large or small, either with or without invited guests.

The activities of the various clubs fill a prominent place in the college life. These organizations, promoted by the students themselves, under faculty guidance, aid in the developing of latent talents, in the stimulating of interest in the various branches of study, and in the awakening of initiative and leadership.

RELIGIOUS LIFE

ALTHOUGH the college work is not sectarian in any sense, distinctly Christian influences abound. Sunday is set apart for rest and worship. Regular attendance each Sunday morning is required at some church selected by the parents and student, in accordance with the home associations. Most students identify themselves with a church of their own denomination while in the city, by regular participation in the various church services.

A brief chapel service, largely musical, is led each day by the president or some member of the faculty. Regular attendance at these services is required.



The Young Women's Christian Association of the college gives opportunity for the development of religious leadership and for the expression of the religious life of the students. By means of collaboration of this organization with the Associated Charities of the city, much philanthropic work is accomplished by the students.

DRAMATIC CLUB

NO club is more thoroughly enjoyed by all the students at Cedar Crest than the Dramatic Club. The activities of this club give suitable opportunity for the expression of that natural dramatic instinct which every girl possesses and enjoys.

The club, open to all students of the college whatever their department, produces each year several plays under the direction of the head of the Expression Department. Each girl is given opportunity to plan the scenery, design the costumes, and provide the properties for a play. This cultivates the student's sense of color, line, and mass, and develops in her a keen appreciation of the more subtle, technical features of stage productions.

While occasionally selecting one of the best classical dramas for their production, the students carefully canvass the field of modern drama to keep in touch with the latest development in the art theatre.

The productions of the last two years included:

- A Fantasy, *The Pierrot of the Minute*, by Ernest Dowson.
- A Farce, *Food*, by William C. DeMille.
- A Pantomime, *The Seven Gifts*, by Stuart Walker.
- A Fantasy, *Three Pills in a Bottle*, by Rachel S. Field.
- A Farce, *Miss Civilization*, by Richard Harding Davis.
- A Pantomime, *Rameses Dreams*, by Marion and Harold Gleason.

STUDENT GOVERNMENT

THE President and his associates have placed much of the government of student affairs into the hands of the college students themselves. The students organize themselves into two distinct associations, known as "The Student Government Association" and "The Resident Student Government Association."

Both day and resident students belong to the former organization. All matters pertaining to the entire student body are brought before it. Only boarding students are members of the resident association. Under its jurisdiction come all of the dormitory regulations. The Dean and Associate Dean act as advisers.

From the upper class girls who have shown special talents of leadership the officers of these associations are elected. The students also elect faculty advisers to guide them in formulating the regulations and supervising their enforcement. To be elected an officer in The Student Government Association is indicative of the esteem of the student body.

THE COLLEGE ANNUAL

THE girls with literary and artistic ability are elected by the student body to the staff of the college annual. This publication contains a full pictorial and descriptive account of the year's activities. It abounds in cartoons, jokes, and stories of college events. The honor of being elected to the annual staff is greatly coveted. The books themselves are prized by the undergraduate as permanent souvenirs of the college year.

Y. W. C. A.

THE organized religious life of the students largely centers about the Young Women's Christian Association of Cedar Crest, which is affiliated with the national organization. The Association holds its weekly meetings



at the Wednesday morning chapel service. It has, as its greatest aim, character building and the development of Christian womanhood. This is accomplished through the devotion of a life to the fulfilment of the threefold purpose of the Association:

1. To lead students to faith in God through Jesus Christ, and to lead them into membership and service in the Christian Church.

2. To promote their growth in prayer, in Christian faith and character, especially through the study of the Bible.

3. To influence them to devote themselves in united efforts to make the will of Christ effective in human society and to extend the kingdom of God throughout the world.

Through the Young Women's Christian Association, the students of Cedar Crest are brought into contact with many of the national and world-wide college student movements. A representative delegation is usually sent by the association to each student conference and convention. In January, 1920, the Cedar Crest delegates sat among representatives of one thousand colleges of America, at the International Student Volunteer Convention which met at Des Moines, Iowa.

LE CERCLE FRANÇAIS

THE students in the French Department have enjoyed, for some years, a club known as "Le Cercle Français." Regular formal and informal meetings are held at which the members render programs entirely in French for the enjoyment of their friends. The programs consist of plays, comedies, songs, poems, and readings in French. Thus the students come more and more to appreciate the living qualities of the language.

Occasionally, at the informal meetings, where the club members only are present, French games are played, or teas and luncheons are given with all the conversation in French.



Cedar Crest

Several times each year, men of prominence—occasionally professors from some other college or university—address the club on various phases of French life and customs.

THE ATHLETIC ASSOCIATION

ALL the college athletics are under the control of the Athletic Association. The officers of this organization are selected annually by the students. Usually, girls of special athletic ability are elected to positions of leadership. They captain the teams and arrange the details of the contests, with the guidance and coaching of the Physical Director.

THE GLEE CLUB

THE Cedar Crest Glee Club has become well known throughout eastern Pennsylvania for the excellent quality of its concerts. The annual recital at the college and the trips to neighboring towns and cities constitute the goal of the club.

The student body each year abounds in musical talent. All students with any musical ability, whatever their course, are welcomed to the Glee Club, which, under the direction of an instructor of the Music Department, gives an excellent opportunity for chorus and solo work.

THE MUSIC CLUB

THE Music Club seeks to bring together in one active organization all of those who are interested in good music, whether instrumental or vocal.

The students themselves take the initiative in preparing the programs and directing the work of the club, with the instructors of the Music Department acting only as advisers.

At the monthly social gathering of the club, interesting programs are rendered by the students. The principal



aims of the club are to encourage vocal and instrumental recitals by the students themselves and to bring prominent metropolitan artists to the college.

The club members not only seek to promote the welfare of music in the college, but feel that they themselves are among the women who are today working for the appreciation of music in the world at large.

ORCHESTRA

IN the fall of 1920, an organization to give direction to the spontaneous instrumental musical activity of the students seemed desirable. The Cedar Crest Orchestra was formed under the direction of one of the music instructors. A general invitation was extended to all students who play musical instruments to join this, the youngest of the college organizations. The weekly rehearsals and the public performances train the students in group playing and furnish an enjoyable diversion for the members.

CEDAR CREST SPIRIT

THE real distinctive spirit of a college is sometimes so intangible that it baffles adequate description. College enthusiasm at athletic contests, display of college colors and pennants, standing for the singing of Alma Mater and the like—these are only the outward manifestations of the real spirit that moves the girls at Cedar Crest.

The Cedar Crest spirit means to the student "What we do, we do well." It means such devotion to the college that the difficult is joyfully undertaken and accomplished. Whatever the task confronting the student or the college, if its accomplishment is for the best interests of the Alma Mater, it arouses in the loyal daughter the fighting spirit to "put it across." The slogan, "We specialize in the impossible," or the 1923 class motto, "It can't be done—here it is," indicates something of the nature of Cedar Crest spirit.



GREETING THE NEW STUDENT

THE new student should inform the college in advance of the time of her arrival. Groups of upper-class girls meet all trains, greet the incoming students, and escort them to the college. The college colors, gold and white, help to identify and introduce the college students.

HOW TO REACH CEDAR CREST

STUDENTS from northern Pennsylvania and western New York state find the best train service over the Lehigh Valley from Buffalo and Wilkes-Barre, or on the Pittsburgh-Easton Express via the Pennsylvania Railroad, through Johnstown, Williamsport, and Sunbury.

From Ohio and the West good connections are made either at Buffalo for the Lehigh Valley expresses, or at Harrisburg for the Philadelphia & Reading trains which come via Reading to Allentown without change. This same Philadelphia & Reading service brings the students from western, central, and southern Pennsylvania.

From Philadelphia, southern New Jersey, and the South, students come on the Lehigh Valley trains, which leave the Reading Terminal in Philadelphia. For the student traveling without baggage, the Liberty Bell Route offers through electric service from the 69th Street Elevated Station in Philadelphia.

From New York City and the East, fine express service is provided by both the Lehigh Valley and the Central Railroad of New Jersey. The Lehigh Valley express trains leave the Pennsylvania Terminal in New York.

SELECTION AND ASSIGNMENT OF ROOMS

EARLY in the spring, each student in college is given an opportunity to make arrangements for her roommate for the coming year and to select her room. After a given date, all rooms not taken are open for assignment to the new students. In case the entering student has no particular choice of room or roommate, she is assigned the



most desirable room available at the time her application is received and accepted. The special wishes of parents and students with respect to the rooms and roommates are always regarded as far as possible.

Before a room can be reserved for the succeeding year, a room deposit fee of ten dollars is required of each student. This fee is credited on the student's account and deducted from the tuition charge of the second semester. It is forfeited in case a student fails to register at the opening of college.

WHAT A GIRL MUST BRING

EACH room is furnished with a library table for study, rocking-chairs, and study chairs—all of natural oak. Each bedroom contains a large clothes-closet, a three-quarter bed, a dresser, and chairs of light gum wood. All windows are hung with light marquisette curtains. The hardwood floors are of red oak.

Each girl must furnish all of the bedding needed. This should include at least three sheets about 72 by 90 inches, three pillow cases, 22 by 32 inches, a counterpane or a couch-cover, two pairs of blankets, and a comfortable or quilt for the bed. She must also bring towels, six napkins, a napkin ring, and a small rug, approximately 3 by 6 feet, for her bedroom. The draperies should not be purchased until the student arrives and plans with her roommate the details of the color-scheme. Each article should be marked distinctly with a woven label of the student's full name.

For gymnasium, a uniform consisting of black bloomers, white middy, black tie, and white sneakers is required.

ENTRANCE REQUIREMENTS

SATISFACTORY references concerning the student's character, her standing in the community, and her educational equipment.

2. A four-year college preparatory or high school course, or its equivalent in entrance credits.



The college is always ready, upon request, to evaluate a student's entrance credits. It has been found much more satisfactory to deal with each case individually than to publish a confusing and sometimes misleading statement of entrance requirements.

Application blanks for admission will be furnished upon request.

NOTE.—Any individual irregularities in the student's preparation are judged on the merits of the particular case, as evidenced by her former school report.

RATES

FOR RESIDENT STUDENTS:

Tuition for the year.....\$650 to \$750
according to the rooming accommodations available and selected. This charge pays for room, heat, light, board, room laundry, and classroom instruction.

FOR DAY STUDENTS:

Tuition for the year.....\$200
This charge includes classroom instruction.

EXTRAS:

For courses requiring laboratory work in Science, Cooking, Typewriting, and Office Practice, a charge of \$5 a semester is made unless a different charge is indicated in the description of the course elsewhere in this catalogue.

For courses which require private lessons in Art, Music, and Expression, a charge of \$50 a semester is made when the work is taken under the head of the department; \$40 a semester will be charged for work taken under an associate teacher. This fee permits two half-hour private lessons a week in the subject. For all theoretical courses given in classes, a charge of \$10 an hour-course a semester is made unless the course is carried as one of the 18 hours allowed in the regular tuition charge.

Upon graduation, a fee of \$15 is charged to pay for diploma and other college commencement expense.



Books, the student buys for herself. When a pupil elects a course, the necessary books are ordered for her through the college office. She becomes responsible for the payment of these books unless she makes other arrangements when registering for the course.

Room laundry to the extent of one sheet and one pillow slip a week, one counterpane a month, and the table napkins, is done by the college free of charge. When the student desires to have the college arrange for her personal laundry, this is done for a reasonable extra charge. The college has a contract arrangement with one of the city laundries.

GENERAL PROVISIONS:

No reduction is made except in case of protracted illness, when the institution will refund the amount of the board for the time the student is absent.

All tuition is payable as follows: three-fifths at the opening of college before the student registers; two-fifths on February 1. The room deposit fee of \$10 is credited on the tuition of the second semester.

The Academic Courses

“Wisdom does not show itself so much in precept as in life—in a firmness of mind and mastery of appetite. It teaches us to do, as well as to talk; and to make our actions and words all of a color.”

—SENECA.

The Faculty

1920-21

THE REV. WILLIAM F. CURTIS *President*
A.B., Franklin and Marshall; Litt.D., Muhlenberg

WAYNE E. DAVIS . . . *Director of Secretarial Science*
Business Methods
A.B., Bates; A.M., Brown University; Graduate
Student at New York University

LILIAN M. GHERST *Household Arts*
B.S., Teachers' College, Columbia; M.Pd.,
Millersville Normal

*ISAAC MILES WRIGHT . . *Psychology and Education*
B.S., Alfred University; Pd.M., New York
University; Pd.D., New York University

*HENRY R. MUELLER . *Economics and Political Science*
A.B., Muhlenberg; A.M., Columbia

HARRIET A. HILL *Art and History of Art*
Blairsville; Holmes Art School; Pupil of Van Lear

KATHERINE E. LAROS *French*
A.B., Ursinus; M.A., Columbia University,
Graduate Work, Alliance Française, Paris

SARA S. GABRIEL *Expression*
Allentown; Ithaca Conservatory; Neff College of
Oratory; Pupil of Madame Guilbert

FLORA STUART *English*
B.S., Teachers' College, Columbia; M.A., Columbia

BRITOMARTE SOMERS *Science*
B.S., Middlebury

ELIZABETH CRAIG COBB . . *Piano and Theory of Music*
Bell and Brookfield Schools of Music; Pupil of
Caia Aarup Greene

*Cooperating from the Muhlenberg College Faculty.



Cedar Crest



- FAYE DAME *History*
A.B., Radcliffe; M.A., Columbia University
- DORIS M. GILBERT *Mathematics*
A.B., Swarthmore
- AGNES W. HAWKINSON *Voice*
Indianapolis Conservatory of Music; Irvington
School of Music; Pupil of Bertha Wesselhoeft Swift
- EMILIE J. FOUST *Needlework*
B.L., Cedar Crest
- HENRIETTA EICHER *Dean Model School*
- MARGARET TRUITT COOK *Latin*
A.B., Delaware
- RUTH ANNA LEAMAN *Preparatory Dean*
Ph.B., Dickinson College; Graduate Student at Lehigh
- ANNA M. LEWIS *Physical Education*
Cedar Crest; Sargent School of Physical Education
- MARY KATHERINE THOMAS *Piano*
A.B., B.M., Wesleyan, Ga.
- EDNA BERWALD *Secretarial Science*
A.B., New York State College for Teachers
- YSABEL BONILLA *Spanish*
Colegio Superior de Senoritas de San Jose de
Costa Rica
- ANNETTE E. FOTH *Secretarial Science*
Oshkosh Normal School; Student at University of
Wisconsin, University of Chicago, and Success
School of Shorthand



- N. BEATRICE GOULD *Secretary*
- ADA ROUNDS DAVIS, A.B. *Assistant Treasurer*



PRESIDENT WILLIAM F. CURTIS, LITT. D.

The Academic Courses

DEGREES

THE Board of Trustees will confer the Bachelor of Arts and the Bachelor of Science degrees upon all candidates recommended by the Faculty, provided they have completed at least 124 semester hours of credit. Certain subjects are definitely prescribed as indicated below:

THE BACHELOR OF ARTS DEGREE

SUMMARY OF REQUIREMENTS

NOTE.—In choosing electives each student's curriculum must contain one major subject of at least twenty-four hours and a minor of twelve hours in one or more allied subjects.

REQUIRED SUBJECTS

	Credits Hours		Credits Hours
English	18	History	6
Modern Language	12	Philosophy and Psychology	6
Mathematics, a Fine Art, or Latin	6	Physical Education	4
Science	12	Expression, Course I	6
Bible	4	*Electives	50

NOTE.—The following schedule is suggested, but is not absolutely required. It is supposed to guide the student in planning her course.

FIRST YEAR	Credits Hours	SECOND YEAR	Credits Hours
English, Course I	6	English, Course II	6
Modern Language	6	Modern Language	6
Physical Education	2	Chemistry, or Biology, or Physics	6
Chemistry or Biology	6	Expression	6
Two from the following:		Physical Education	2
History	12	*Electives (whenever pre- requisites have been met)	6
Latin			
Mathematics			
A Fine Art			



THIRD YEAR	Credits Hours	FOURTH YEAR	Credits Hours
English.	6	*Electives.	30
Bible.	4		
Philosophy and Psychology.	3		
*Electives.	11		
History of Art	6		

THE BACHELOR OF SCIENCE DEGREE

SUMMARY OF REQUIREMENTS

Subjects	Credits	Subjects	Credits
Bible (any course).	4	Physical Education	4
Education	8	Science (Chemistry or Bi-	
English	12	ology)	18
History	6	Another Science	12
Language (French or Ger-		Electives	42
man)	12		—
Mathematics	6	Total	124

NOTE.—In choosing electives each student's curriculum must contain one major subject of at least twenty-four hours and a minor of sixteen hours in one or more allied subjects.

*Electives may be chosen from the special departments: Secretarial Science, Household Arts, Music, Expression, and Art, when the recitation schedule permits, as well as from the academic courses.

THE MUHLENBERG DEGREE

ESPECIAL attention is called to the provisions under which a student may receive, for her four years' work at Cedar Crest, both the Bachelor of Arts Degree from Cedar Crest College, and the Bachelor of Philosophy Degree from Muhlenberg College. A description of this plan is given on page 12.

GENERAL PROVISIONS

All schedules must be approved by the schedule committee.

At the close of each year all students for the following year are expected to register with the schedule committee and indicate all courses they propose carrying the next year.

No elective course will be given unless at least five students register for it.

Not more than eighteen nor less than twelve recitation hours per week may be taken by any student throughout a semester without the recommendation of the schedule committee and the subsequent permission of the Faculty.

At the end of each semester, reports of the work will be sent to parents or guardians. Notice of failure is sent home monthly. In determining the final semester standing, the examination grades count one-third and the recitation grades two-thirds.

No change in a student's schedule may be made without the approval of the schedule committee.

No degrees will be granted until after at least one year of residential work.

BIBLE STUDY

THE objects of the course are to trace the historical development of the religion of Christendom; to enable the student to become reasonably familiar with the splendid body of Biblical literature and to appreciate its more distinctive types; to offer an intelligent survey of the great social, political, and religious movements with which the Bible is concerned; to lead the student to find in Christ the Fountainhead of the Bible as a whole, and see in Him God's Son and man's Saviour; and to enable the mind to realize that the Christian Church is God's chosen means through which He will establish His kingdom among men.



COURSE I. *The Bible as History*.—Historical development of the Hebrew people; direct reference to the social and political customs and the religious ideals of the Biblical nations; trace the unfolding of the religious life rather than acquire familiarity with a series of disconnected facts.

One year. Two hours. Four credits.

COURSE II. *The Bible as Literature*.—A literary study of the various types of literature in the Bible; special reference to the religious values of the prophecies, poems, dramas, and songs of the Old Testament.

One year. Two hours. Four credits.

COURSE III. *The Life of Christ*.—The harmony of the Gospels; the life, words and works studied chronologically.

One year. Two hours. Four credits.

COURSE IV. *Biblical History of the Church*.—The Book of the Acts; reference to the establishment of the Church under the dispensation of the Spirit of Christ; apostolic history.

One year. Two hours. Four credits.

EDUCATION

MODERN society insists that the college woman be a teacher; not that she is always engaged in the active work of teaching as a profession, but that she has endless opportunities for being a real factor in shaping the character of her generation and the succeeding one. As citizen, as mother, she is the one to whom we look when we consider the subject of education.

In the present age, to understand intelligently our modern education and its problems, a scientific study of the field is indispensable. Our courses aim to develop in every student an intelligent and sympathetic understanding of our present educational institutions. The technical courses are primarily for students who are planning to enter the teaching profession, and aim to equip them to meet intelligently the difficulties the profession offers to every beginner.

The completion of the courses of this department will entitle the graduate to teach in the public schools of Pennsylvania, New Jersey and New York.

COURSE I. *History of Education.*—An elementary course in the history of education. The theories and practices of each period are interpreted in the light of the prevailing social conditions and philosophical, scientific, and spiritual tendencies.

Junior year.

One year. Two hours. Four credits.

COURSE II. *Educational Psychology.*—The aim of this course is to present the material which is relevant to the problems of the learning process, to maintain a strictly experimental viewpoint in discussing these problems, to consider tests of intelligence, studying, transfer of training, and the assignment of marks.

Senior year.

One year. Two hours and one laboratory period. Six credits.

COURSE III. *Principles and Methods of Secondary Education.*—This course will deal with the administration, organization, supervision, and general methods of the junior and senior high school.

Senior year.

One year. Two hours. Four credits.

COURSE IV. *Observation and Practice Teaching.*—The aim of this course is to make the student familiar with modern practices in school room procedure and to give her practice in dealing with children under school room conditions.

Senior year.

One year. One-half day. Six credits.

ENGLISH

IN all ages college students, who represent, broadly, the driving force of the new generation, have felt the need of expressing the ideas which are beginning to stir in their minds. The present age is acknowledged to be a period of change, a time when life has intensified and new interpretations of old truths are being sought. At this time, then, as never before, the college student needs to be the master of a clear, forceful style which will enable



her to give adequate expression to the "truth which is in her." The written work of the English Department is planned with this fact in view. The student's interest in the questions of the times, as well as her personal experience and reflections on life, are called on as the basis of original written work.

It is hardly necessary to stress the importance of having some knowledge of literature; the day has gone by when it was necessary to speak of the cultural value of such knowledge. The necessity of having at least an acquaintance with the common literary heritage of the world is granted. The general public is beginning to realize that the ideas and ideals which form character are to be found in our greatest prose and poetry, and that those who would keep abreast of the times must not be ignorant of the best literature of the past and of the present.

COURSE I. *English Composition.*—Recitations, themes and consultations. This course presupposes preparation equivalent to high school work in composition. It is intended to teach correctness and clearness of expression through practice in writing. The classroom work will consist of the study of principles and the discussion of the themes written by the student.

Required of all freshmen.

One year. Three hours. Six credits.

COURSE II. *English Literature.*—Discussions, written and oral reports. This course deals with the historical development of English literature from "Beowulf" through the Victorian age.

Required of all sophomores.

One year. Three hours. Six credits.

COURSE III. (a) *Nineteenth Century Poetry.*—Lectures, discussions, and reports. This course traces the growth of romanticism in the works of Wordsworth, Coleridge, Byron, Shelley, and Keats. The poetry of the Victorian period is also studied, with especial stress on Browning and Tennyson.

One semester. Three hours. Three credits.

(b) *American Poetry.*—Discussions, lectures, written reports. This course traces the development of poetry in the United States, paying especial attention to the growth of national traits.

Prerequisite—Course I.

One semester. Three hours. Three credits.

COURSE IV. *The English Drama to the Death of Shakespeare*.—Discussions, lectures, and reports. This course traces the development of the English drama from the liturgical play, through the plays of Lyly, Green, Marlowe, to its culmination in Shakespeare. An intensive study is made of a number of Shakespeare's plays.

Prerequisite—Course I; open to sophomores.

One year. Three hours. Six credits.

COURSE V. *Modern European and American Drama*.—Lectures, discussions, oral and written reports. This course pays especial attention to structure and to the study of ideas current in the drama from Ibsen to the present day.

Prerequisite—Course I.

One year. Three hours. Six credits.

COURSE VI. *English Fiction*.—A study of the contemporary novel; its form, history, and interpretation; references and reports; selected works to illustrate.

Prerequisite—Course I.

One year. Three hours. Six credits.

COURSE VII. *Methods of teaching English in the high school*.—This course consists of lectures and discussions on the teaching of literature and composition in the high school. The common problems of oral and written composition are taken up, as are also questions on the choice, interpretation, and presentation of literature. The course is intended for the prospective teacher and for this reason emphasis will be placed on the practical working out of problems.

HISTORY

THE student who is seriously considering the challenge of modern society and is conscientiously endeavoring to prepare herself for an active place in such society, will always find the unfolding of history interesting. The courses aim to develop a consciousness of the various forces which have operated in the development of the world. The primary purpose is to trace those historic forces throughout the history of the various nations. All courses are supplemented by extensive assigned readings and reports.



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COURSE I. *United States History.*—This course aims to give the student an intelligent conception of the development and significance of United States history—a conception necessary to lay the foundation for effective citizenship. By means of special topics it aims to train the student in the handling of historic material.

Required of all candidates for the A.B. or B.S. degree.

One year. Three hours. Six credits.

COURSE II. *English Political History.*—This course aims to give a conception of the development of England and its connection with European history, and to be of help in the study of English literature. It aims also, as does Course I, to give training in the handling of historic material.

Required of all degree students who have not taken Course I.

One year. Three hours. Six credits.

COURSE III. *History of Europe from the Beginning of the Renaissance through the Eighteenth Century.*—A study of the intellectual, religious and social life of the Renaissance and Reformation and its fruitage in the development of Europe up to the nineteenth century. It extends the use and scope of special topics.

Prerequisite—Course II, or three preparatory units in history.

One year. Three hours. Six credits.

COURSE IV. *History of Europe in the Nineteenth Century.*—This course involves the study of the Napoleonic wars, the conflict of liberal and reactionary ideas following the wars, the formation of the present governments in France, Italy, and Germany, and the forces within the various countries of Europe which have led up to the Great War. It extends, as does Course III, the use of special topics.

Prerequisite—Course II, or two preparatory units in Ancient, Medieval, and Modern History.

One year. Three hours. Six credits.

COURSE V. *Current History.*—This course involves a weekly study of current events with a view of obtaining a comprehension of their purport, historical antecedents, and their significance. It aims to bring the student in touch with the life of the modern world and to see therein history in the making.

Open to all students. This may be elected as many years as desired.

One year. One hour. Two credits.

COURSE VI. *History of Western Europe.*—This course aims to give a survey of the development of Europe from 800 to the present day—as a general background to be of help in other college courses. It is given primarily for special students in special departments, but can be taken as an elective by all students who have not had a preparatory course in the history of western Europe.

One year. Three hours. Six credits.

NOTE.—Courses I, II, and VI will not all be given in the same year.

LATIN

THE courses are planned with the purpose of giving as broad an idea as possible of the field of Latin literature. The authors recommended for study are among the great masters who have left a definite contribution to literature in general, whose work has been accepted as a pattern for later literature, and whose subject matter serves to throw an interesting light upon the virile civilization of their day.

COURSE I. *Livy.*—Selections from Books I, XXI and XXII; his style as an historian; his vivid tales in the field of Roman folklore, and his account of a dramatic war.

Terence.—One play.

Horace.—Selected odes and epodes; his genial personality, his style and varied poetic forms; a study of the political, social and literary conditions of the Augustan Age.

Prerequisite—Four units of entrance Latin.

One year. Three hours. Six credits.

MATHEMATICS

THE aim of this department of the college coincides with the purpose of education in general, namely, to bring forth and develop the natural tendencies and abilities, and to impart the knowledge necessary for an intelligent, efficient, and active life in our present civilization.

Our subject matter is so chosen as not only to have a disciplinary value, but also to develop an appreciation for



the usefulness of mathematics in our everyday life. While a thorough study of mathematics is absolutely indispensable to professional men such as engineers and scientists, yet every well-educated person can well afford to possess an acquaintance with the content and method of a subject which has played so prominent a part in human achievement.

COURSE I. *College Algebra.*—This course treats of the study of radicals, imaginary quantities, theory of equations, quadratics, the binomial theorem, and the graphic representation of functions and maxima and minima areas. The aim of this course is to stress the practical application of each topic.

Prerequisite—Entrance Algebra and Plane Geometry.

One semester. Three hours. Three credits.

COURSE II. *Trigonometry.*—The following topics are studied—the solution of right and oblique triangles, development of formulas, theory and use of logarithms. The course makes liberal use of practical problems and original exercises.

Prerequisite—Course I.

One semester. Three hours. Three credits.

COURSE III. *Solid Geometry.*—The topics studied are lines and planes in space, polyhedrons, prisms, pyramids, cylinders, cones, spheres and numerous original problems including loci.

Prerequisite—Entrance Algebra and Plane Geometry.

One semester. Three hours. Three credits.

COURSE IV. *Analytical Geometry.*—The course treats of loci, straight line, parabola, ellipse, hyperbola, transformation of co-ordinates, conic sections and higher plane curves.

Prerequisite—Course II.

One semester. Three hours. Three credits.

COURSE V. *Differential Calculus.*—The course includes higher derivatives and functions of several variables, infinite series, maxima and minima.

Prerequisite—Course IV.

One semester. Three hours. Three credits.

COURSE VI. *Integral Calculus.*—This course deals with the methods of integratim, rectification and quadrature of plane curves, surfaces and solids of revolution, and application to problems in Physics.

Prerequisite—Course V.

One semester. Three hours. Three credits.

COURSE VII. *The Teaching of Mathematics.*—This course treats of the modern method of teaching the elementary branches of mathematics. Modern experiments in the teaching of mathematics, and the measurement of progress in this subject by the use of standardized tests will be discussed.

Prerequisite—Course III.

One semester. Two hours. Four credits.

COURSE VIII. *Business Mathematics.*—Theory of investments used in the modern business world, interest, life insurance, annuities, bond values, amortization of debts, inheritance taxes, various forms of pension, etc.

Prerequisite—Entrance Mathematics.

One semester. Three hours. Three credits.

MODERN FOREIGN LANGUAGES

THE courses in the modern foreign languages give the students the fundamental rules of grammar, a practical vocabulary, facility in the use of idiomatic forms, and the introduction to foreign life and customs. The vocabulary is built up thoughtwise through oral drill, and grammar is taught inductively. Experience has taught that this is the most natural way to introduce grammatical rules and the only way to make them real and interesting to the student. This method gives the student a sympathetic knowledge of the language and enables one to think, and to express oneself naturally and with ease in the foreign language. Though stress is laid in teaching the foreign languages as living languages, yet the practical, cultural, and disciplinary or formal values are all equally emphasized.

In this age, every educated person should understand, as never before, the positions occupied by the foreign nations in the civilized world. There is no better way to learn to appreciate the best that these civilizations have to offer us than by studying their language and their literature, whereby one's thoughts are expanded and deepened, and made more complete and rich.



For those reasons the oral or conversational work occupies such an important place in our modern foreign language courses. It creates, deepens, and holds interest in, and arouses enthusiasm for the language and the literature. Experience teaches that this also gives a firmer grasp of vocabulary and grammar.

The first years of the course are spent largely in the oral and written exercises, free composition and dictation, reading and interpretation of connected stories, whereby the student learns to use orally, practically everything within a restricted field.

FRENCH

COURSE I. French is taught without the use of English. Vocabulary building: objects, idioms, grammatical forms, and paradigms, thoughtwise. The vocabulary is common to daily life and new words are described with the help of words and expressions already known. By a series of questions and answers the teacher may be assured that the student has understood the meaning of each word or expression. Thus the student is led to think in French and with a practical vocabulary is made to feel that the new language is a living one; "one in which it is possible to play, joke, chat, laugh and sing." This is the surest step towards an intelligent enjoyment and appreciation of literature. *Grammaire: Cours Pratique de Français, par de Sauzé. Prononciation et diction. Explications de textes:* Reading of French prose and memorizing of songs and poems. Oral and written composition. Outside reading of assigned French prose, or plays with written reports.

Open to first-year French students, as well as to those who offer French credits for college entrance but who do not qualify for Course II.

One year. Three hours. Six credits.

COURSE II. Fraser and Squair's Grammar, Part 2, for reference. Thorough review on the most difficult grammatical forms, subjunctives, modal auxiliaries, and irregular verbs, largely through the reading. A text is used as a basis for connected oral drill on irregular verbs, and this system has the advantage of maintaining the student's interest, gives the ability to use the irregular forms and to acquire a thorough command of them. The drill makes the forms live and turns the abstract into the concrete. The reading course includes selected works

of Daudet, Sand, Dumas, fils, Talbot (French life and customs), Verne, Loti, Halévy. Outside reading and written reports in French and in English. We require all students who enter our course, after the first year or two, to be able to converse with ease in the foreign language with natural expression in grammatical and literary explanations.

Prerequisite—Course I or equivalent.

One year. Three hours. Six credits.

COURSE III. *History of the French Language and Literature.*—Outline of the origin and growth of the French language, traced through its various stages of transformation, its subdivisions into dialects, to the modern French from the accession of Francis I, 1515, to the present. The literary period, from middle ages to classical period, the seventeenth century, as a lecture course, in French. Readings and written themes in French. Text: Duval's *Litterature Française*.

Prerequisites—Courses I and II.

One semester. Three hours. Three credits.

COURSE IV. *Litterature française.*—Seventeenth century, "Le classicisme," to the Romantic School. Lectures in French. Discussions and themes on the various epochs, selected readings of representative writers of the period.

Prerequisites—Courses I, II, and III.

One semester. Three hours. Three credits.

COURSE V. *Litterature française.*—Lectures in French from Romantic School to the present. Selected readings, discussions and themes in French.

Prerequisites—Courses I, II, and III.

One semester. Three hours. Three credits.

COURSE VI. *French Drama.*—Study of representative writers and selected dramas of Beaumarchais, Scribe, Corneille, Molière, Racine, Hugo, and Rostand. Readings, discussions, characterizations and written reports in French.

Prerequisites—Courses I and II.

One year. Three hours. Six credits.

COURSE VII. *French Fiction.*—Reading and discussions of one or more selected works of Hugo, Dumas, Balzac, Feuillet, Sand, Daudet. Study of lives of authors, themes on assigned topics and reports on outside reading.

Prerequisites—Courses I and II.

One year. Three hours. Six credits.



COURSE VIII. *Teachers' Course*.—Organization of methods and materials to teach French inductively. Suitable texts for "direct method" teaching are reviewed and discussed. Observation of teaching and practice teaching of French. Written reports on observation teaching, lesson plans and criticisms. Open to prospective teachers of French. Aids them to perfect their French pronunciation and conversational ability.

Prerequisites—Three courses of College French, I and II required.

One semester. Three hours. Three credits.

SPANISH

COURSE I. Stress is laid on accent, pronunciation, vocabulary, and the elements of grammar; conversation and composition; folk tales and fables genuinely Spanish.

Open to all students.

One year. Three hours. Six credits.

COURSE II. Attention is given to both literary and practical ends. Representative plays and novels from the nineteenth century will be read throughout the entire year. Special attention is given to Spanish correspondence to familiarize the students with idiomatic, and conversational terms.

Prerequisite—Course I, or its equivalent.

One year. Three hours. Six credits.

COURSE III. Advanced Spanish, with emphasis upon reading and composition, for commercial correspondence with Latin-American countries. Current descriptive articles on Latin-America.

Prerequisite—Course II, or its equivalent.

One year. Three hours. Six credits.

GERMAN

COURSE I. German is taught without the use of English. Vocabulary building, common to daily life, through objects, grammar, idioms, paradigms, thoughtwise, through oral drill, making the forms live, and turning the abstract into the concrete. Free composition, oral and written, dictation, colloquial practice in the language of everyday life. The disciplinary and formal values are not lost sight of and the students write daily in the German. The oral work arouses interest and develops ease in expression. Grammar study and reading and interpretation of selected texts. Themes in German.



We require all students who enter our course, after the first year or two, to be able to converse with ease in the foreign language with natural expression in grammatical and literary explanations.

Other courses in German will be given if there is a sufficient demand.

PHYSICAL EDUCATION

EACH student is required to carry the course in physical education assigned to her by the Physical Instructor, both in gymnastic and outdoor work. When a student is physically disqualified, and that fact is attested to by a reputable physician's certificate, she will be excused by the Director.

The work in the gymnasium consists of drills, military tactics, folk dancing, and indoor games suitable for girls. The outdoor work consists of tennis, basket-ball, soccer, hikes, and group, or inter-class contests.

Required of all students.

Each year. Two hours. Two credits.

NOTE.—Only four credits may count toward a degree.

PSYCHOLOGY

PSYCHOLOGY deals principally with the study of mental life, thoughts, and feelings, and the laws and principles that govern thinking and feeling. The guiding principle in the selection and organization of our material is to give our students the knowledge and insight to fit them to study human nature—to make them intelligent young women. Our aim is to lead the students to the realization that life is not due to chance, but that for everything in mental life there is a reason, and that what we are depends on what we have been. In all our courses, therefore the application of the laws and principles of psychology to the interpretation of human behavior is emphasized.



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COURSE I. *Logic.*—This course embraces the principles of deductive and inductive logic. It discusses the concept, judgment, division, classification, syllogisms, fallacies, agreement, causation, hypothesis, analogy, probability, and truth. The emphasis of the course is on clear and correct methods in the thought process.

Junior year.

One semester. Two hours. Four credits.

COURSE II. *Psychology.*—The problems of the distinction of psychology and physiology, sensations, perceptions, feeling, thought, volition, and the self. The work is considered from the point of view of human behavior.

Junior year.

One semester. Two hours. Four credits.

SCIENCE

THE educated woman, to-day, has an intelligent interest in the scientific interpretation of the phenomena that are manifested around her. Just as she wishes to appreciate the beautiful in music and literature, or to follow with understanding the development of political and social movements, so she wishes to be able to view, with a trained mind, the modern developments and applications of science.

A study of science, moreover, trains a girl in habits of accurate observation, keen analysis, logical interpretation, precision, and order.

The student who wishes to follow a vocation which requires scientific preparation, finds in the courses at Cedar Crest a sound basis for university specialization.

Two years of scientific study are required in the course leading to the A.B. degree, and four years in the course leading to the B.S. degree.

Courses in Science not listed in this catalogue will be given wherever there is a sufficient demand.

BIOLOGY

COURSE I. *General Biology.*—A general survey of the field of biology, including plants and animals and their relations to each other, together with the study of evolution, variation, and heredity.



COZY ROOMS

Laboratory fee, \$5 per semester.

One year. Two hours and one laboratory period. Six credits.

CHEMISTRY

COURSE I. *General Chemistry.*—A study of the fundamental facts, laws, and theories of chemical action and of the history, occurrence, preparation, and properties of common elements and compounds. The economic value of chemistry is realized by attendance at the meetings of the Lehigh Valley Section of the American Chemical Society and by visiting the laboratories and plants in the city.

Laboratory fee, \$5 per semester.

One semester. Two hours and one laboratory period.
Three credits.

COURSE II. *Household Chemistry.*—A continuation of Course I. The application of the principles of chemistry to industry and to the home. Subjects discussed include fuels, paper, glass, pottery, preservatives, and disinfectants.

Laboratory fee, \$5 per semester.

Prerequisite—Course I.

One semester. Two hours and one laboratory period.
Three credits.

COURSE III. *Qualitative Analysis.*—A study of the methods of separating and identifying the common metals and acids.

Laboratory fee, \$5 per semester.

Prerequisite—Course I or its equivalent.

One year. One hour and two laboratory periods. Six credits.

COURSE IV. *Organic Chemistry.—A study of general methods of analysis of organic compounds and the preparation, properties and uses of common compounds of each series.

Prerequisites—Courses I and II.

One semester. Two hours. Two credits.

COURSE V. *Physiological Chemistry.—A study of the chemical nature of the body processes.

Prerequisite—Course V.

One semester. Two hours. Two credits.

COURSE VI. *Food Analysis.*—General methods of analysis. Quantitative analysis of some common foods. Tests for adulterations.

Laboratory fee, \$10 per semester.

Prerequisite—Course V.

One year. One hour and three laboratory periods.
Eight credits.



COURSE VII. *Textile Chemistry*.—The manufacture of the various textiles. Dyeing, bleaching, stain removal, etc.

Prerequisite—Course II.

One year. Two hours. Four credits.

NOTE.—Courses IV, V, VI and VII are especially designed for students in the Household Arts Department and Courses I, II, IV, and V are required of students in that department. Candidates for the B.S. Degree may count any of the courses toward the degree.

PHYSICS

COURSE I. *General Physics*.—A study of the fundamental principles of mechanics, heat, sound, light, and electricity. Lectures, recitations, and laboratory work.

One year. Two hours and one laboratory period. Six credits.

SOCIAL SCIENCES

ALL lines of philanthropic and charitable work in modern society are demanding the services of intelligent and trained womanhood. Woman seems specially fitted, physically and temperamentally, to meet this demand, but up to the present time, in far too many cases her zeal was not equalled by her training. Consequently, her attempts to be of real service have been unsatisfactory to herself and to humanity. We come to her rescue by offering courses intended to prepare womanhood for adequate and intelligent participation in the various forms of modern social work.

COURSE I. *Principles of Economics*.—A study of economic conditions underlying national prosperity; principles of production, distribution and consumption; value and exchange; discussion of practical problems.

One year. Two hours. Four credits.

COURSE II. *American Government and Politics*.—Origin and evolution of our governmental institutions; nature and operation of the federal government; survey of state and municipal organization and problems.

One year. Two hours. Four credits.

COURSE III. *Sociology*.—Historic and introductory; basic principles of social organization and development; textbook and lectures with reports and discussions.

Prerequisite—Course I.

One semester. Two hours. Two credits.

The Department of
Household Arts

Household Arts Stand For:

THE ideal home life for to-day unhampered by the traditions of the past.

The utilization of the resources of modern science to improve the home life.

The freedom of the home from the dominance of things and their due subordination to ideals.

The simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and of society.

The Household Arts Department

WE believe:
that home-making should be regarded as a profession.

That the home-maker should be as alert to make progress in her life-work as the business or professional man or woman.

That the most profitable, the most interesting study for women is the home, for in it center all the issues of life.

That the study of home problems may be made of no less cultural value than the study of art or literature, and of much more immediate value.

In support of our belief we offer the following courses in Household Arts leading to the degree of Bachelor of Science.

A two-year Household Arts Certificate is given to students who finish their work at the end of the second year.

The courses are planned to train students to meet some of the problems which will confront them in the home and in the community, or to equip them to teach Household Arts.

The separate courses in the department are open for election to all students who are prepared for them.

OUTLINE OF COURSE FOR THE DEGREE OF BACHELOR OF SCIENCE IN HOUSEHOLD ARTS

FIRST YEAR			SECOND YEAR		
Subject		Credit Hours	Subject		Credit Hours
Chemistry I	}	6	Chemistry III	}	4
Chemistry II			Chemistry IV		
Vocational Arithmetic		4	Biology I		4
Household Arts I or III		6	Household Arts I or III		6
English I		6	English II		6
Household Arts V		4	Logic	}	4
Modern Language		6	Psychology		
Physical Education		2	Expression VI		4
		34	Modern Language		6
			Physical Education		2



THIRD YEAR

Chemistry V	8
or	
Chemistry VI.	2
Household Arts VI } . .	4
Household Arts VII } . .	4
Biology IV.	4
Household Arts II or IV .	6
Principles of Teaching . .	4
History I	6

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34

Electives to makes a total of 36 hours. Suggested electives: Industrial Arts, English, Modern Language, Economics.

FOURTH YEAR

Household Arts VIII } . .	4
Household Arts IX } . .	4
Household Arts X	6
Biology V {	6
Biology VI {	6
Household Arts XI	6
Bible	4
History of Education . . .	4

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30

Electives to make a total of 36 hours.

Courses from any department for which the student has the necessary prerequisites may be elected.

HOUSEHOLD ARTS COURSES

COURSE I. *Sewing and Textiles.*—To give the beginner some of the fundamental principles of clothing economics.

(a) A knowledge of textiles, leading to a wiser selection and purchase of materials.

(b) An appreciation of structure and design, encouraging simplicity in expression.

(c) Through the construction and decoration of simple garments a knowledge of (1) Use of different stiches and seams; (2) Use of sewing machine; (3) Use of standard patterns; (4) Economy of purchases, of time and of labor.

(d) A knowledge of the elements of care and repair of clothing.

One year. One hour and four laboratory periods. Six credits.

COURSE II. *Dressmaking and Millinery.*—

Dressmaking—Principles of clothing design; the study of color, line, and form; study of styles from fashion plates and from visits to shops; clothing construction to develop skill in preparing personal wardrobe; type, material, design suitable for occasion; a practical knowledge of textiles. To teach girls to become wiser spenders of incomes. Clothing budget. Care, repair, and hygiene of clothing.



Millinery.—Study of styles from fashion plates, from visits to shops. Types suited to different individuals; renovating materials, making over hats; practice in making bows and ornaments, covering frames. Special attention to color combination and style for different occasions; cost.

Prerequisite—Course I.

One year. One hour and for laboratory hours. Six credits.

COURSE III. *Foods and Cookery.*—Foodstuffs used considered under the following headings: source; nutritive value; choice; cost; storage; methods of preparation. Methods of cooking applied to simple beverages; cereals; vegetables; milk; cheese; eggs; meat; making powder mixtures; serving of breakfast. Care of cooking and kitchen utensils; table setting and serving.

Laboratory fee, \$5.00.

One year. One hour and four laboratory periods. Six credits.

COURSE IV. *Advanced Cookery.*—Including the comparative effects of different methods on the same foodstuffs. Planning, cooking, and serving menus suitable for simple luncheon or dinner with special reference to proper combinations. Study and preparation of food for children and invalids. Marketing and food industry.

Laboratory fee, \$5.00

Prerequisite—Cookery II.

One year. One hour and four laboratory periods. Six credits.

COURSE V. *Household Arts Education.*—The response of womanhood to modern social demands; the effect of economic and social changes on the home; the responsibility of women to-day. The development of home economics studies to-day; home economics to-morrow. The responsibility of woman to-day; study of various bills relating to home economic movements.

One year. Two hours. Four credits.

COURSE VI. *Home Architecture.*—An appreciative study of various types of architecture; problems involved in the choice of a site for building; study of house plans suitable for different types of families; of best material for structure of house influenced by local trade conditions, by insurance rates; study of architectural design of house as influenced by its setting. Calculation of cost.

One year. Two hours. Two credits.



Cedar Crest

COURSE VII. *Home Decoration.*—A brief study of historic art periods and the ideas which they represent, and their influence on present-day ideas. Practical modern decoration and furnishing; the basis of successful decoration; color and color schemes; walls as decoration and as background; floors and their coverings; windows and their treatment; purchase and arrangement of furniture; decorative textiles; artificial lighting; pictures and their framing; personality of occupant reflect in home; cost not always indication of best decorative effect.

One year. Two hours. Two credits.

COURSE VIII. *Housewifery and Laundering.*—

Housewifery as a Business.—To show how to reduce tasks in the home and how to save time, money, and energy; plumbing, heating and lighting; equipment and labor-saving appliances; household supplies and furnishings; storage; cleaning and care of rooms; cleaning and renovation; disinfectants and fumigants; household pest.

Laundering.—Care and repair of clothing; sponging and pressing; stain removing; emphasizing necessity for care; washing of white and colored fabrics; starching and plain ironing.

One year. Two laboratory periods. Two credits.

COURSE IX. *Household Economics.*—Household finance; family income; bank account; household accounts; high prices and modern problems of living. Factors in the family budget—necessities, higher life, working equipment, system in the home. Legal and business status of the family; business principles in the home; laws which affect the family.

One year. Two hours. Two credits.

COURSE X. *Nutrition and Dietetics.*—A study of the fundamental principles of nutrition; food values and methods of determining the energy requirements of individuals and groups; the application of the principles of nutrition to the feeding of individuals, groups, and families under varying physiological, economic and social conditions by making dietaries.

Prerequisites—Household Arts III.

Chemistry I, II, III.

One year. Two hours and two laboratory periods. Six credits.

COURSE XI. *Applied Methods and Practice Teaching.*—The application of general methods of teaching to the lessons in household arts; the making of lesson plans; the planning of courses of study; the study of equipment; observation of classes taught by regular teacher. Students assume the full responsibility of one class in household arts under the supervision of an instructor.

One year. Three hours. Six credits.

The Department
of Expression

“Words are instruments of music; an ignorant man uses them for jargon; but when a master touches them they have unexpected life and soul.”

The Department of Expression

THE end of a course in this department is a clear, accurate, and vital expression of one's own thoughts or the thoughts of another through the medium of the voice, the face, and the body. Expression is the high form of art which enables one to vitalize thought. The voice must be trained, grace of the body cultivated, and the soul taught to feel what the writer intended to convey. Obviously, many faults must be overcome: incorrect pronunciation, ignorance of social usage, wrong habits of breathing, and many other defects, of which the student may be unconscious, need to be carefully corrected. The primary purpose of the course is the awakening of the sense of artistic expression in the mind of the individual student. To that end the best in literature must be mastered and memorized; the theme of each respective part must be intelligently and accurately interpreted; the voice, the face, and the body must tell what the soul feels; one's sympathies must be broadened and deepened; the emotions must be quickened and directed; the imagination must be cultivated and exercised; and the girl must be trained to express the thoughts of her mind and the emotion of her soul in a clear, honest, and sympathetic voice.

Candidates for A.B degree majoring in Expression will carry the theoretical work through their four years, in addition to two private lessons a week by the head of the department or one of her associates.

COURSES OFFERED

THE A.B. COURSE MAJORING IN EXPRESSION

It is the judgment of the department that four years should be devoted to the course in Expression which, when taken in conjunction with other college subjects, will lead to the A.B.



Cedar Crest

degree. With that end in view, the following schedule of studies is suggested; it is flexible, allowing for changes, and is only intended to guide the prospective student in the arranging of her schedule.

FIRST YEAR	Credits Hours	THIRD YEAR	Credit Hours
English	6	English, Course IV	6
Modern Language	6	Bible	4
Physical Education	2	Psychology	3
Chemistry or Biology	8	Appreciation of Art.	3
History	6	Expression, Course V	2
Expression, Course I	6	Expression, Course VI.	2
Private Work	2	Expression, Course VII	6
		Private Work	2
SECOND YEAR			
English	6		
Modern Language	6	FOURTH YEAR	
Physical Education	2	Expression, Course VIII	2
Chemistry or Biology	8	Expression, Course IX.	4
Expression, Course II.	4	Private Work	2
Expression, Course III	4	Electives	8
Expression, Course IV.	4	English, Course V.	6
Private Work	2	Industrial Arts.	2

THE CERTIFICATE COURSE

The student who specializes in this department may complete the work in two years by carrying the following courses. Upon completion of the course, a certificate will be granted by the college.

FIRST YEAR	Credit Hours	SECOND YEAR	Credit Hours
English	6	English	6
Modern Language	6	Modern Language	6
Physical Education, Course I	2	Physical Education, Course II	2
Appreciation of Art	3	Psychology, Course I	3
Expression, Course I	6	Expression, Course V.	2
Expression, Course II.	4	Expression, Course VI.	2
Expression, Course III	4	Expression, Course VII	6
Expression, Course IV.	4	Expression, Course VIII.	2
Private Work	2	Industrial Arts, Course I.	2
		Expression, Course IX	4
		Private Work	2

THE REPERTOIRE COURSE

A COURSE in private lessons given to students who possess a special talent in expression which they desire to develop, but who do not have the time to devote to the regular course in Expression. The course covers only the practical work, two half-hour lessons being given each week. It includes characterization, interpretation, voice-training, and diction. In addition to the private work, the department strongly urges the student to carry as many of the theoretical courses in class-work as possible.

It requires two years—seventy-two weeks—to complete the work and leads to a certificate in the course.

THE PRACTICAL WORK

THROUGHOUT the entire course, the student is given at least two private lessons per week by the head of the department or one of her associates. The studies include work in characterization; tone-placing, purity, mellowness, range, and resonance of voice; the training of the memory and imagination; and the development of sincerity and naturalness of expression, both in speech and manner.

THE THEORETICAL COURSES

COURSE I. *Principles of Expression*.—A study of the basic laws which govern the art of expression; the development of the mental faculties; a study and exercise of vision, emotion, sensation, association, sequence, unity, perspective, and synthesis.

Prerequisite—Three units of entrance English.

One year. Three hours. Six credits.

COURSE II. *Poetic Interpretation*.—The application of the laws of expression to selected passages; to enable one to read a line with the spirit of the writer; passages selected from Shelley, Burns, Wordsworth, Kipling, Longfellow.

Prerequisite—Course I.

One year. Two hours. Four credits.



COURSE III. *The Voice*.—Its development, use, and control; enunciation; pronunciation; respiration; breath control; purity, placing, and projection of tone.

One year. Two hours. Four credits.

COURSE IV. *Pantomime*.—A series of studies definitely designed for the development of grace and carriage of the body.

One year. Two hours. Four credits.

COURSE V. *Character Studies*.—A study from life with a view to portray human nature in its various moods and types.

One year. One hour. Two credits.

COURSE VI. *Extemporaneous Speaking*.—The development of free thought and expression; to stand on one's feet and summon and marshal ideas germane to a definite subject.

One year. One hour. Two credits.

COURSE VII. *Literary Interpretation*.—The art of reading the writer's thought in the lines and imparting the same to the hearer; the philosophy and psychology of expression. Certain selections taken from the following groups of writers will be studied:

(a) *Poetic*—Browning, Tennyson, Masfield.

(b) *Prose*—Bible, Van Dyke, Dickens.

(c) *Plays*—Shakespeare, Dunsany, Thomas.

Prerequisite—Course I.

One year. Three hours. Six credits.

COURSE VIII. *Adaptation of Selections*.—The building of a reading—the selecting of the material and the arranging of the same.

One year. One hour. Two credits.

COURSE IX. *Progressive Movements in the Arts of the Drama*.—A history of the theater from the Greek and Roman to the present day. Art theater movement; architectural ideals; stage settings; light as an agent of reform; festivals and pageantry.

One year. Two hours. Four credits.

The Department
of Art

The Art Department

THE fundamental aim of the course in Art is to train the mind and hands to wield the pen and brush so as to give material expression to the sense of the beautiful which has been awakened in the heart. Accordingly, we cultivate the habit of seeing things as they are; we awaken and develop a sense of good proportion; and we open the heart and the eyes to feel and see the many beautiful things in life. The course not only enables one to copy pictures which may appeal to one, but gives opportunity for creative work. Though we do not profess to make artists out of our students—that being the definite work of art schools—nevertheless, original and constructive work is given considerable attention in the course. In so far as it is possible, the course is correlated with the student's work in the academic studies in order to unify and vitalize all of her work with a definite purpose. Thus her character is broadened and strengthened as the artistic ability is acquired.

THE COURSES OFFERED

NOTE.—A student who is a candidate for the A.B. or B.S. degree and wishes to carry Art as an elective, will be given credit for her work when she takes both practical and theoretical courses; however, only twelve credits in practical courses may be counted toward a degree.

Courses in the Art Department will be given only if they are elected by a sufficient number of students.

Information concerning these courses may be had by writing to the Secretary of the college.



DORMITORY AND DINING HALL



WEST WING OF NEW DORMITORY

The Department
of Music

“ A man should hear a little music, read a little poetry, and see a fine picture every day of his life, in order that worldly cares may not obliterate the sense of the beautiful, which God has implanted in the human soul.”—Goethe.

The Department of Music

MUSIC is recognized to-day as one of the most important factors in our modern civilization. In the midst of our complex and materialistic age, music is constantly proving an impetus for constructive development and a powerful force for spiritual uplift.

The study of music as an art and a science develops in the student a well-balanced appreciation of the value of fine emotional feelings and intelligent thinking.

THE AIMS OF THE DEPARTMENT

THE first aim of the department is to make a careful study of each student as an individual, and to help her to develop the essential qualities which are latent, as well as to realize her natural abilities.

No one method of instruction is followed, but a careful and well-planned system of study is adjusted to best meet the needs of each student.

The student who is planning to make music her profession is given every opportunity to prepare herself for her future career, while the student who only desires music as an aid to a broader education and a finer appreciation of the art is given equal attention.

The music department is in close touch with the other college departments, and aims to help the students to realize the necessity of general education and a broad culture for real and lasting worth in the field of music.

All students are graded according to their ability to do the work of a course, all previous training being given due credit.

SPECIAL STUDENTS

THE department welcomes students who desire to specialize in music, and offers the advantages of private lessons and class-work in Theory and the Appreciation of Music.



SPECIAL MUSICAL ADVANTAGES

THE constant hearing of good music and fine artists is very essential to the ambitious student.

Allentown is situated five miles from Bethlehem where one of the greatest musical events of our country occurs yearly, namely "The Bach Festival." New York is only ninety miles away and Philadelphia is a distance of sixty-five miles. Allentown sustains a Symphony Orchestra, many choral organizations, and has a high standard of music in its many churches.

In the winter of 1921 the New York Philharmonic Orchestra gave a concert in Allentown. During the last two years a number of artists have appeared in recitals in this city, among whom are the following: Sophie Braslau, contralto; Benno Moisewitsch, pianist; Jascha Heifetz, violinist; Anna Case, soprano; Arthur Middleton, baritone; Ernest Hutcheson, pianist; Freida Hempel, soprano; Schumann-Heink, contralto; Fritz Kreisler, violinist; Theo Karl, tenor.

THE PIANO

THE department aims to assist students in their methods of practice and study to attain the technical proficiency necessary to artistic expression.

Good technical equipment consists of the following essentials—firmness of finger joints, finger dexterity, looseness of wrists, weight of arms, easy and quiet position at the keyboard, a proper understanding of the pedals and their uses, correct valuation of various touches, phrasing.

Special and careful consideration is given to the training of the ear, this being one of the most important and difficult points in the study of the piano. Through the sensitive ear the student is able to produce fine tonal variety and to realize the many resources of the modern pianoforte.



The department desires to make piano study practical. To read music quickly at sight, as well as to play solos in an artistic manner, is one of the highest aims of the department.

PRIVATE PIANO LESSONS COURSES OFFERED

COURSE I. Finger exercises, scales, arpeggios, wrist exercises, simple chords, techniques for individual development, studies selected from the following composers: Czerny, Heller, Mathews, Mason, Sartoris, Sonatinas Clementi, and Kullak. First study of Bach, Kunz Cannons, melody studies, selected solos.

COURSE II. Scales in thirds and sixths, arpeggios of the dominant and diminished sevenths, selected studies, Czerny, MacDowell Etudes, Bach Inventions, Haydn Sonatas, melody studies, selected solos from the classic, romantic, and modern schools.

COURSE III. Special techniques for individual development, Kullak Octave Studies, Bach Suites, easier Beethoven Sonatas, Mendelssohn Songs without Words, Chopin Waltzes and Polonaises, ensemble work, special study of hymn playing.

COURSE IV. Bach Fugues, Mozart Sonatas, Beethoven Sonatas, Chopin Etudes, Scherzos and Nocturnes, song accompaniments, concertos with second piano, hymn-playing for chapel, selected solos, special recitals.

CREDITS FOR PIANO STUDY

Two private lessons, one hour per week with practice required according to the discretion of the department—one year, two credits.

The rates for private lessons are given on page 27.

NOTE.—No credits will be given for private piano lessons unless the students carry at least two theoretical courses.

RECITALS

The department desires to make the recitals the natural outgrowth of regular study. Students' recitals are arranged according to the discretion of the department.

Each graduate student must appear in recitals alone or with students from the other special departments.



THEORETICAL DEPARTMENT

THE study of theory has been the most neglected, the most impractically taught, the most uninteresting study to the average student.

Things are changing, musicians and teachers everywhere are now awake to the fact that it is as impractical to study piano or voice without also studying theory as to attempt to study a language without learning the rules of its grammar.

Therefore the department aims to make practical and interesting the study of the grammar of music.

THE THEORETICAL COURSES

COURSE I. *Musical Elements*.—Elements of music, notation, rhythms, scales, intervals, key signatures, major and minor chord formations, meaning of musical terms of expression.

Ear-training.—Simple melodies, intervals.

COURSE II. *Harmony*.—Harmonizing of bases and melodies, cadences, chord relationships, original melodies harmonized, simple poems set to music.

Ear-training.—Melodies and chords.

COURSE III. *Harmony*.—Chords of the seventh, suspension, modulations, original work, analysis of compositions of best composers, keyboard work.

Ear-training.—Two-part harmony, chords.

COURSE IV. *Harmonic Analysis-Modulation*.—Advanced work in modern harmonic analysis, keyboard harmonization and modulation, original composition.

Ear-training.—Selected from the classics.

COURSE V. *Counterpoint*.—Study of counterpoint, fugue analysis, ear-training.

NOTE.—To meet the individual needs of the students the course is varied according to the discretion of the department.

Credits for Theory Work.

One year. Two hours. Four credits.



APPRECIATION OF MUSIC CLASSES

The real appreciation of the best music is one of the greatest needs of our modern times. In order to appreciate, one must understand music. This course is one of the most important courses offered in the whole college department, therefore this course is open to all college students.

It is both interesting and instructive, and the classes are always attended with keen interest.

COURSES OFFERED

COURSE I. *The Early History of Music—The Classical Composers.*—History of music, from earliest ages to Bach. Study of life and works of Bach, Handel, Haydn, Mozart, Beethoven. Study of current musical events. The development of the modern orchestra. Compositions illustrating the subject of each lesson played and sung by students.

One year. One hour. Two credits.

COURSE II. *Modern Music.*—The romantic and modern composers. The oratorio and opera. Current events. Debates.

One year. One hour. Two credits.

NORMAL TRAINING COURSE FOR MUSIC TEACHERS

Many of the students going out from the college will desire to make the teaching of music their profession; others will perhaps have the opportunity to do some teaching.

In order that the students be well prepared to teach intelligently, the department offers a course in normal training.

Students must take this course to attain graduation.

A teacher's certificate is given in addition to the diploma in music.

One year. One hour. Two credits.

DEGREE WORK WITH MAJOR IN MUSIC

A degree will be given students who have completed satisfactorily the required work, which includes private lessons in piano (one hour per week, four years), theory (two hours per week, four years), appreciation of music (one hour per week, two years), Teachers' Certificate Course (one hour per week, one year) and the required college work to attain a college degree.



SPECIAL STUDENTS' CERTIFICATE COURSE

Special music students taking a two-year course including piano (one hour per week, two years), theory (two hours per week, two years), appreciation of music (one hour per week, two years), are candidates for a certificate in music.

SPECIAL STUDENTS

STUDENTS desiring to study piano with or without the study of theory may do so. Every effort is made to give this class of students the benefit of the best efforts of the department.

While no diploma or certificate is granted such students, the department wishes to extend a welcome hand to those students who have only a limited amount of time to devote to the study of music.

THE VOICE

ART expresses the innermost emotions of the soul. The human voice is the finest and greatest instrument by means of which these feelings and emotions can be expressed. In this fact lies the importance of an intelligent and scientific development of the voice.

The aim of our vocal department is to give a broad, comprehensive knowledge of the art of singing, not only as a means of interpretation, but to enable the student to understand and appreciate more fully the works of the great masters when given either by herself or others.

As an institution, not only are we interested in the girls who possess exceptional vocal faculties, but we are also anxious to help those who, feeling that they have no particular talent, still have a desire to sing, or at least to have a complete knowledge of voice production, that their talent may be discovered, fostered, or cultivated.

THE COURSES

NOTE.—The student who is a candidate for the A.B. or B.S. degree, and who desires to carry vocal music as an elective, will be given credit for her work under the following conditions:



Private Lessons.—Two half-hour lessons per week, one year. Two credits. The rates for private lessons are given on page 27.

Theoretical Courses.—At least two must be carried during her course. See description of courses for the number of credits.

COLLEGE VOCAL COURSE

COURSE I. This course is devoted to Voice building, development of vocal technic, and gives the student a general knowledge of music in all its phases—historic, analytic, and practical. It affords an opportunity for the student to specialize in her own particular line of vocal expression and at the same time carry college academic subjects so as to round out her work and stress its cultural value.

True cultivation of the voice consists of the development of pure tone and its easy, natural use and control in singing. The work divides itself into two parts: first, the technical, and, second, all that is implied in the broad term “interpretation.” We do not attempt to plan a definite course in the private work, but arrange the drills, exercises, and songs according to the quality, style, and needs of each individual voice. However, the following gives a general idea of the ground covered:

Exercises.—Correct use of breath, intonation, mixture and equalization of registers, roulades (legato and staccato), intervals with and without the portamento, diatonic and chromatic scales, a study of major and minor scales, arpeggios, turns, and trills in slow and rapid movements, accent, phrasing and enunciation.

Studies.—Vaccai, Randegger, Marchesi, Concone, Sieber, Luten, Abt, and others.

Songs.—Easy songs for the development of a legato style and clear pronunciation; songs from the representative modern composers, such as Sullivan, Cadman, Spross, Woodman, Rogers, Carpenter, Mrs. Beach, Mary Turner Salter, Homer, Debussy, Hue, DuParc, Faure, etc. Songs in German, Italian and French arias from standard operas and oratorios, and the study of one complete opera and oratorio.

SPECIAL VOCAL COURSES

TO supply the needs of special students in the Vocal Department, the following different lines of work are suggested:

(a) When one possesses natural talent which would enable her to specialize in any particular form of vocal music, such as chorus work, quartette, choir, or concert



work. Foundation work in technical and interpretative phases of singing are emphasized. The work covers the songs and arias from the best standard and modern composers. Only such additional subjects as are essential to the development of the special talent are required.

(b) When one has no special talent as a performer, but desires to prepare oneself to teach vocal music, the opportunity is given for a thorough study of the vocal principles leading into a liberal musicianship. The ear is trained; the general principles of pedagogy and psychology are studied, and any other subjects which may be allied to this special field.

(c) The supervising of music in our public schools is receiving more and more attention. Trained teachers are in demand. All subjects included in this work are intended to prepare the teacher for such supervision in the grades and the high schools.

The time required to complete any of the above special lines of work cannot be stated definitely in years since it depends entirely upon the progress made by the student, and the time she can devote to the work. Upon the completion of any of the special lines of work a certificate will be granted.

PUBLIC SCHOOL MUSIC COURSE

COURSE I. This course includes, public school methods, notation, melodic and rhythmic problems, dictation, ear training, sight singing, appreciation of music, theory and elementary harmony. Private lessons in both voice and piano are required.

One year. Two hours. Four credits.

COURSE II. This course includes, public school and high school methods, history of music, orchestration, practice teaching, elementary harmony, terminology, folk dancing, organizing and conducting school choruses and orchestras. Private lessons in voice and piano are required.

One year. Two hours. Four credits.

For other theoretical music courses see the Piano Department.

The Department of
Secretarial Science

At Cedar Crest the Student in Secretarial Science Finds:

A COLLEGIATE course for high school graduates or those of equivalent education, leading to a certificate or a degree.

A location near the famous Allentown-Bethlehem industrial center, the entire business acumen of which is placed at the disposal of the Secretarial Science students—an opportunity to square theory with successful practice.

The blending of the broad liberal arts studies in a college of over fifty years' standing with the modern scientific, business training.

Congenial college life on a campus located in a pleasant, healthful suburb; musical and club activities, intimate contact with girls from other cities, wholesome Christian atmosphere.

Secretarial Science

EACH year a larger proportion of alert young women, just finishing their preparatory course, feel a keen desire to play an important part in the big drama of business. They recall the activity of their sisters and mothers in the world of affairs during the World War. In nearly every paper and magazine they read of the successful business women—successful in the larger sense of occupying executive positions at or near the head of the concern.

On the other hand, even a cursory survey of the opportunities of women in business reveals that, although the office is crowded with clerks and stenographers, business executives are lamenting as never before the dearth of well-educated, thoroughly trained, capable women assistants. The recent phenomenal growth of business organizations and the great advance made in modern business methods have placed unusual responsibilities upon business executives. Every business man of prominence is endeavoring to surround himself with competent assistants. Such men are seeking young women who have had the benefit of a higher education as well as specialization in modern business methods and in secretarial duties.

The Secretarial Science Course at Cedar Crest offers to the student the collegiate preparation which will enable her, with due effort and ambition, to advance to an important position in the business world.

CONTACT WITH WORLD MOVEMENT

THE progressive twentieth century young woman is seeking an education that will at once bring her into contact with the big movements of modern civilization, as well as make her economically independent. She realizes, too, that in many cases the married woman is not cut off entirely from participation in business. She is in a position, at least, to give her husband wise counsel



on business matters. She wants to be prepared, moreover, to fill a responsible, agreeable position, whenever opportunity offers or occasion demands.

MANAGEMENT OF PERSONAL AFFAIRS

THE Secretarial Science Course also gives the student a modern, liberal education and the knowledge of business affairs which enables her to manage wisely a personal estate. The need of such training for the many women who, sometime during their lives, are called upon to manage estates without the assistance of father, husband, or brother, is attested by thousands of trustees and executors who deplore the helplessness of the average woman under such trying conditions.

THE PRIVATE SECRETARY'S OPPORTUNITY

THE modern demand for private secretaries opens to the young woman a remarkable opportunity for advancement in the business world. She is in a position to learn the business thoroughly and directly from her association with those at its head, without the delays and rebuffs that are unavoidable when one begins at the bottom. She is personally trained in the larger problems of the business by the head of the business himself. The experienced private secretary may become, in a way, a business associate of her chief. She meets his callers; she answers many of his letters; she arranges his appointments; she keeps his personal files; she prepares material for his reports and addresses; she is often called upon to act for him in his absence. Many instances could be given to show that the able private secretary has an unusual opportunity to advance.

THE COIGN OF VANTAGE

“HERE is the strong attraction of office work for the ambitious woman. Put a trained, intelligent, and ambitious woman in any kind of an office job . . . and she is in a position leading to executive work because all the executive work of the organization emanates from the

office. The policies concerning manufacturing, sales, credits, and all departments are not determined in the factory or by the salesmen on the road, but by the executives in the office. The office is the clearing-house of information for the entire business. It is the coign of vantage from which the bird's-eye view of the whole business is obtained."

—GILBERT, in "The Ambitious Woman in Business."

THE EDUCATION NEEDED

NOT only is the private secretary called upon to relieve her chief of the many details of the business—to be his "other self"—but she is often asked to advise in the larger questions of policy. Hence, the private secretary, besides having a knowledge of office routine, should have a sound, broad knowledge of business in general. Moreover, the fact that the private secretary is continually coming into contact with men and women in positions of responsibility, demands that the secretary should have a good general education, refinement and culture.

"Even from the standpoint of dollars and cents value alone it is more profitable to borrow money for a good preparatory education for business than to attempt economy by rushing through a cheap, quick business course. It is true that it will take a few years of work to repay the loan . . . but the girl with education forges ahead far more rapidly in compensation and responsibility—not to speak of the greater satisfaction she gets out of work and out of life because of her education."—GILBERT, in "The Ambitious Woman in Business."

EXPERT ADVICE

THE experienced business men on the Board of Trustees at Cedar Crest realized that the college must develop a course in secretarial training along unique lines in order to offer this new type of business education for



young women. They consulted many of the leading educators and business men and women of the country, who drew from their experience a wealth of information to guide the Director of Secretarial Science in the development of the course.

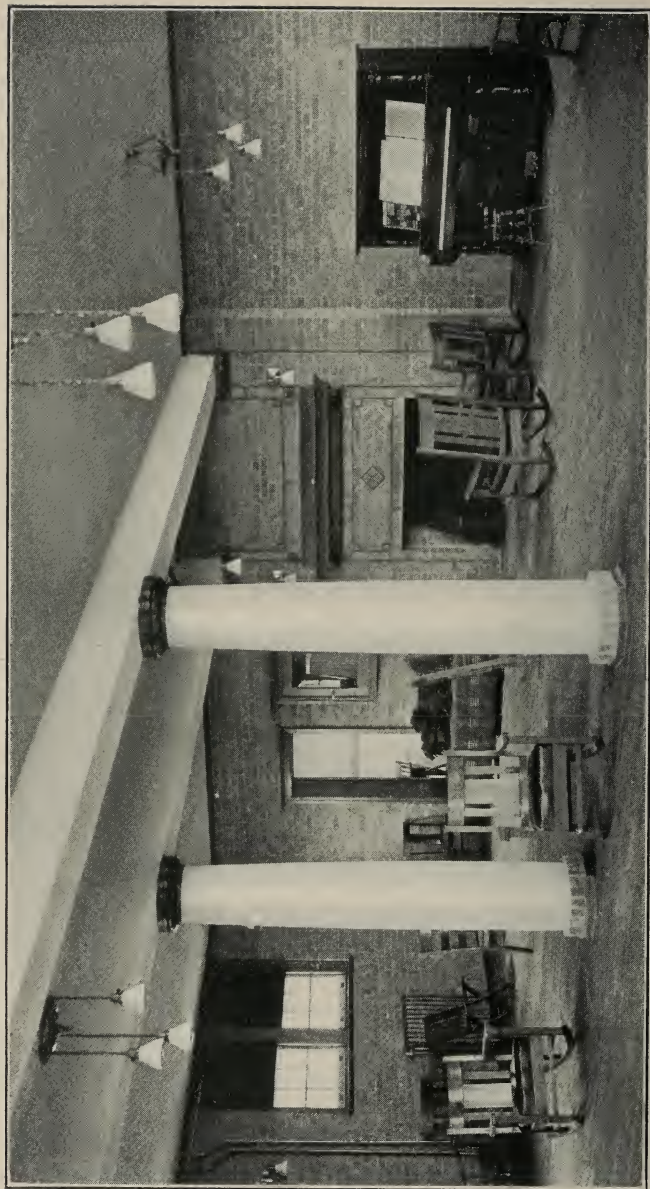
A partial list of these advisers is given below:

- MISS MILDRED M. HICKMAN, Personnel Department, The B. F. Goodrich Rubber Company, Akron, Ohio.
- SHERWIN CODY, Associate Editor of *Forbes' Magazine*, and Business Educator, New York City.
- EDWARD J. KILDUFF, Associate Professor of Business English at New York University, and author of "The Private Secretary," New York City.
- T. LAWRENCE DAVIS, Dean of College of Secretarial Science of Boston University, Boston, Mass.
- E. ST. ELMO LEWIS, Advertising Manager of Burroughs Adding Machine Company, and author of books on business administration, New York City.
- MRS. NINA B. PRICE, southern organizer for business and professional women of the National Business Women's Committee, New York City.
- MISS IDA CLYDE CLARKE, Washington Editor of the Pictorial Review, Washington, D. C.
- MISS FLORENCE KING, B.S., L.L.B., Attorney-at-Law, President of the National Woman's Association of Commerce, Chicago, Ill.

A TRINITY OF STUDIES

THE studies offered in the course of Secretarial Science fall naturally into three groups. First, there is the group of studies leading to a broad college education. These are fundamental and without these the most thorough business training will not suffice.

Second, there is the group of studies which gives the student an understanding of the theory and practice of business as a whole. The average girl has so little opportunity, before actually starting her work in an office, of accumulating such information about the nature and process of business transactions that these scientific studies of business principles are of utmost importance.



A CORNER OF THE RECREATION ROOM



Third, there is a group of subjects giving the student an expert's command of the technique of her profession. She must be proficient in shorthand, typewriting, business correspondence, indexing, filing, and office management, not that she is to occupy her time entirely with any one or all of these, but that she can use any of them in an emergency and that she can direct the work of others in these particular branches. Special emphasis is placed upon the ethics of the secretarial profession and the qualities a student must develop in order to succeed as a private secretary.

COLLEGE LIFE FOR THE BUSINESS WOMAN

THE Cedar Crest student in Secretarial Science enjoys all of the advantages that come from active participation in the clubs, athletics, and general recreational life of the college. The broadening of the viewpoint, the development of initiative, and the growth of personality, which result from these activities are of supreme value to the private secretary. Seldom does one find a college in a position to offer both the modern, scientific business education and the cultural influences of the campus life.

CONTACT WITH BUSINESS HOUSES

CEDAR CREST is fortunate in its location near the Allentown-Bethlehem business district, with its teeming industries in steel, silk, cement, zinc, and allied products. The entire business acumen of this region has been placed at the disposal of the students of Secretarial Science. Every possible means has been taken to make the courses in business principles as practical as possible by constant contact with the business houses of the city. Frequent investigation tours by the students, singly and in groups, bring material from actual business operations to the class for discussion and use.



Forty prominent business men constitute a Board of Lecturers for a weekly lecture course. Each week some business man, selected not only because of his success, but also because of his ability to present his subject well, brings to the student, in an hour's address, the results of his experience along some particular line. As week after week the whole gamut of the business office and factory is run by these lecturers, the students gather a wealth of business information available from no other source and gain the viewpoint of the type of men they are to assist in the business field.

LECTURES ON BUSINESS SUBJECTS

1920-1921

(PARTIAL LIST)

- SAMUEL W. TRAYLOR, Traylor Engineering & Manufacturing Company, Cement Gun Company, etc., "The Young Woman in Business."
- GEORGE W. AUBREY, Attorney-at-Law, Aubrey & Steckel, "Corporation Organization in Pennsylvania."
- EDWIN R. BUENZLE, Auditor, Hess Brothers, "Department Store Organization."
- D. G. DERY, President, Dery Silk Company (Inc.), "Business Ethics for the Private Secretary."
- HON. C. O. HUNSICKER, Attorney-at-Law, ex-Mayor, "Legal Phases of Collections."
- HARRY A. GRAMMES, L. F. Grammes & Sons, "Secretarial Practice."
- OWEN W. METZGER, partner, Wetherhold & Metzger, "Practical Advertising."
- FRED L. SHANKWEILER, Advertising Manager, H. Leh & Co., "Department Store Advertising."
- MISS L. C. LACIER, Nurse and Welfare Worker, Adelaide Silk Mills, "A Day's Work of the Welfare Worker."
- FRANK D. BEARY, Adjutant General for the Commonwealth of Pennsylvania, "Our Military System Under the New Defense Act."
- MISS HARRIET A. DOUGLASS, Manager, Employment and Personnel Bureau, Hess Brothers, "Hiring and Training Department Store Workers."
- CHARLES R. WIERS, General Sales Manager of the DeLong Hook & Eye Company, Philadelphia, "Sales Letters."

- HON. CLINTON A. GROMAN, President Judge, Lehigh County Courts, "The Secretary and the Courts."
- R. W. LENTZ, Executive Secretary of the Trojan Powder Company, "Office Management."
- MISS ALLIENE S. DECHANT, Assistant Secretary of the Department of Education and Publicity of the Forward Movement of the Reformed Church, Philadelphia, "News Reporting as a Woman's Profession."
- HON. HORACE W. SCHANTZ, State Senator, "Financing the State Government."
- HOWARD RHODE, Advertising Manager of the Lehigh Portland Cement Company, "National Advertising."
- CURTIS M. JOHNSON, Minnesota, "Optimism in the Office."
- DANIEL N. CASEY, Field Representative of the State Chamber of Commerce, "The Chamber of Commerce," "Community Advertising."
- EDMUND COLLINS, Manager of the Lehigh Star Bedding Company, "Salesmanship."
- CALVIN E. ARNER, ESQ., "Municipal Government."
- COLONEL C. L. SMITH, Managing Editor of *The Morning Call*, "Newspaper Management."
- DR. FRANCIS O. RITTER, Cashier of the Merchant's National Bank, "Commercial Paper."

FOUR-YEAR AND TWO-YEAR COURSES

UPON the completion of the four-year course, the degree of Bachelor of Secretarial Science will be conferred by the Trustees. The arrangement of the program of studies, however, permits the student to take subjects of a practical and fundamental character during the first two and three years. The student who finds herself unable to devote four years to college work may receive a two-year certificate upon the completion of two years work or a three-year certificate for three years work. A candidate for a two-year certificate must, however, maintain an average of at least 85 per cent. in her college work.

PLACEMENT OF GRADUATES

THE department makes every endeavor to place graduates in positions that are advantageous. During the student's course her instructors have many opportunities to test her aptitude in various kinds of work. Part-time



positions, either in the college office or in business offices of the city, are often filled by undergraduates.

Some students are particularly adapted to institutional or professional work, some to manufacturing, some to merchandising. It is the aim of the department to take the personal characteristics of the student into consideration when helping her to secure a position.

The opportunities of advancement are also of paramount importance. It should be understood that it is only the exceptional student who can step from college into a confidential secretarial position. Business men prefer to try out a new office worker and teach her the details of the business before giving her great responsibility. The position that will *lead* to confidential and executive work are the most desirable.

As one of our advisers, Miss Hickman, of The B. F. Goodrich Rubber Company, writes:

"At best, from school to a secretarial position is a big jump, regardless of the efficiency and thoroughness of the school instruction, and one which we are not entirely convinced is feasible. So much of successful secretarial work must come from practical business experience and contact with business men and woman and their methods. Without doubt, your Secretarial Science Course will fit a girl to attain her ambition much sooner than would the ordinary course."

TRAINING FOR COMMERCIAL TEACHERS

FOR the student interested in teaching, there is no field in which the demand is greater and the remuneration more satisfactory than in the field of commercial work. The Pennsylvania Department of Public Instruction of Harrisburg states that the demand for well-educated teachers in business branches is greater than that for any other department.

A program of studies for prospective teachers of commercial work will be put into effect in September, 1921. This program calls for all of the most essential Secretarial Science Courses during the first two years and certain courses in education taken in the college department of education.

A course in the principles of secondary education, one in methods of teaching commercial subjects and one in practice teaching are elected by the student who wishes to become a commercial teacher, in place of either advanced commercial subjects or such subjects as modern languages. A student who follows this course may receive a two-year or three-year certificate or a degree under the same conditions as apply to other Secretarial Science students.

At the end of two or three years' work, the student will find herself prepared to teach commercial subjects in High Schools.

For the student who desires to prepare herself for teaching and at the same time to secure a degree, the four-year course is recommended. In such a course, the student may elect more of the Liberal Arts and Science collegiate work. She is, of course, far better able to advance in secondary school and collegiate teaching of business subjects.

ENTRANCE REQUIREMENTS

THE conditions under which a student may enter Cedar Crest College are set forth on page 26. A student in the Secretarial Department, however, may offer for a part of her entrance credits actual experience in business.

Outline of the Course of Study Leading to the Degree of Bachelor of Secretarial Science

FIRST YEAR	Hours per week	Credits
English Writing	3	6
Economics of Business.	3	6
Shorthand I.	5	8
Typewriting I	5	8
Modern Language	3	6
Mastery of Speech	1	2
Current History.	1	2
Physical Education	2	2



SECOND YEAR	Hours per week	Credits
Business Correspondence I.	3	6
Shorthand II	5	8
Typewriting II	5	8
Accounting	3	6
Modern Language	3	6
Physical Education	2	2
Electives	3	6
History, English, Mathematics, Logic, etc.		

THIRD YEAR		
Shorthand III.	3	6
Office Practice.	4	6
Commercial Law	2	4
Secretarial Ethics	2	4
Electives	10	20
Business Mathematics, Statistics and Graphs, Accounting II, Principles of Advertising, Liberal Arts Subjects.		

FOURTH YEAR		
Office Organization and Manage- ment	3	6
Business Finance	3	6
Marketing	3	6
Business Psychology.	3	6
Electives	11	22
Any subjects not covered in previous years.		

NOTE.—A description of the subjects taken in the other departments of the college will be found in the parts of the catalogue devoted to those departments.

ENGLISH WRITING. A collegiate course in Freshmen English. Its purpose is to stimulate the Freshman student to a new interest in the modern literature on the one hand and in correct English writing on the other. In literature particular attention is given to the best modern writers of fiction and biography. Some attention is given to the literature of the business world. In writing the style of the modern journalists and business correspondents is cultivated.

One year. Three hours. Six credits.

BUSINESS CORRESPONDENCE I. To enable the student to handle all kinds of business situations by correspondence. The study of business psychology, business methods, salesmanship and correct forms of business papers. Study of text-books and business magazines. Free use of the four thousand letters in the collec-



tion of the department: the sixty practice problems taken from business include routine, inquiry, adjustment and sales letters. Dictation.

One year. Three hours. Six credits.

BUSINESS CORRESPONDENCE. II. Advanced study of special forms of business letters, laying special emphasis upon sales letters and campaigns. Work of the correspondence supervisor.

One semester. Three hours. Three credits.

ECONOMICS OF BUSINESS. An introduction to the study of business. Beginning with a few fundamental economic concepts, the course introduces the student to many of the problems of business; proprietorship, partnership, corporation, money, banking, drafts, checks, trade acceptances and commercial paper. Special attention is given to marketing and merchandising. The course is supplemented by investigation trips to the city industries, interviews with business men, and addresses by lecturers on special topics.

One year. Three hours. Six credits.

ACCOUNTING I. The financial statement as the aim of accounting, profit and loss statement, debit and credit, ledger work, books of original entry, business papers, notes, drafts, discounts, partnerships, controlling accounts, corporation, consignments, single entry. Special emphasis upon theory to give the secretarial student a thorough understanding of business finance as well as an ability to use and interpret the books of a firm.

One year. Three hours. Six credits.

ACCOUNTING II. A continuation of Accounting I. Covers principally the problems of corporation accounting, valuation, depreciation, etc.

One year. Three hours. Six credits.

COMMERCIAL LAW. Sources and forms of law, courts and concessions, the contract, principal and general sale of goods, negotiable paper, business association, law of property.

One year. Two hours. Four credits.

SECRETARIAL ETHICS AND PRACTICE. Problems of the office as they apply to the private secretary. The profession of secretaryship, handling of telephone calls, appointments, incoming and outgoing mail, etc. Special attention to the ethics of the profession; tact, integrity, secrecy, loyalty, etc.

One year. Two hours. Four credits.

OFFICE APPLIANCES AND PRACTICE. In the secretarial laboratory actual practice in the use of various pieces of modern office equipment. Use of trade lists, directories, reference books and rating books. Use of the desk in an efficient manner. Use of various calculating, duplicating and dictating machines. Filing and indexing in all its phases.

Laboratory fee \$10.00.

One year. Four hours. Six credits.



Cedar Crest

PRINCIPLES OF ADVERTISING. Market analysis, copy writing, illustrations, layouts and other details of practical advertising work. Cooperation with the advertising departments in city offices.

One year. Three hours. Six credits.

OFFICE ORGANIZATION AND MANAGEMENT. Principles of office organization, location and layout, equipment, handling of mail, stenographic department, handling detailed purchases and stores, traffic department, credit and collection department, sales department, advertising department.

One year. Three hours. Six credits.

BUSINESS FINANCE. The corporation, owned capital, long- and short-term borrowed capital. Promoter, selling securities, underwriting, dividends, surplus, budgets, financial standards, insolvency and receivership.

One year. Three hours. Six credits.

MARKETING. A detailed study of the channels of distribution from the producer to consumer. Department stores, chain stores, direct mail selling. The study of the current marketing and merchandising problems in cooperation with business firms.

One year. Three hours. Six credits.

BUSINESS PSYCHOLOGY. Psychology of buying, selling and advertising. Use of psychological tests for employment and promotion.

One year. Three hours. Six credits.

SHORTHAND I. Sounds and their shorthand representation, words, phrases, word signs and contractions. Thorough understanding of the fundamentals of shorthand. Easy dictation.

One year. Five hours. Eight credits.

SHORTHAND II. Dictation to increase vocabulary and speed. Transcribing of notes on the typewriter. Shorthand speed of 110 words a minute to be gained by the end of the year.

One year. Five hours. Eight credits.

SHORTHAND III. Advanced practice to secure greater speed and more extended vocabulary.

One year. Three hours. Six credits.

TYPEWRITING I. Touch system. Learning standard keyboard, practice for speed and accuracy. Tabulating, use of different forms of business papers, care of machine and ability to make simple repairs.

Laboratory fee \$10.00.

One year. Six hours. Six credits.

TYPEWRITING II. Continuation of Typewriting I. Special attention to speed and all special typewriting practice, such as ledger forms, cutting stencils, etc.

Laboratory fee \$10.00.

One year. Three hours. Four credits.

COLLEGE ENROLLMENT 1920-21

ALSOVER, HANNAH ROBERTA.....	Charlotte, N. C.
ALTHENN, GEORGIANA ELIZABETH.....	Allentown
BACHMAN, HARRIET CAROLYN.....	Allentown
BANTA, EMILY LOUISE.....	Boonton, N. J.
BANTA, DOROTHY ESTELLE.....	Boonton, N. J.
BARHAM, MARGARET LOUISE.....	Newport News, Va.
BELLMAN, EDNA M.....	Milton
BENNYHOFF, EMILY ELIZABETH.....	Allentown
BORCHERS, FRIEDA JOHANNA..	Huntington, L. I., N. Y.
BOWMAN, MAMIE VIRGINIA.....	Palmyra
BRENNEMAN, ESTHER ELIZABETH.....	Elizabethtown
BROWN, ANNETTA THEODORA.....	Summit, N. J.
BROWN, ROSALIE.....	Cleveland, Ohio
BURGESS, EDNA GAYLE.....	Moundsville, W. Va.
BURMESTER, ROBERTA FERNE,	
	Balboa Heights, Canal Zone
BUSS, EMELINE HILDA.....	Catasauqua
CONOVER, MIRIAM MAE...	Balboa Heights, Canal Zone
COOPER, JEANNETTE ALICE.....	Youngstown, Ohio
DAVIES, VERNA LUCIEL.....	Nesquehoning
DEAN, FRANCES.....	New Britain, Conn.
DIEHL, MAE MARGARET.....	Allentown
DONALDSON, HELEN MAE.....	Alliance, Ohio



DUNKLE, GWYNETH MARY.....	Sheffield
EDWARDS, JUSTINE UNGER.....	Sag Harbor, L. I., N. Y.
EDWARDS, KATHARINE	Allentown
ELLERBY, ADELE MARIE.....	Waterbury, Conn.
FAIRCHILD, MARGARET CHRISTINE.....	Lewisburg
FARR, RUTH AGNES.....	Cleveland, Ohio
GOTTLOB, MELBA.....	Cleveland, Ohio
GRAUER ESTELLE LYON.....	Bellefonte
GRAVER, EVELYN ELIZABETH.....	Weissport
GREENBAUM, ALICE HORTENSE.....	Chillicothe, Ohio
GROVES, ELEANOR KLINE.....	Allentown
GROVES, MARGARET ISABEL.....	Allentown
HAZEL, THELMA SUZANNE.....	Bellefonte
HECK, ELMA MAE.....	East Greenville
HEIMBACH, MILDRED YODER.....	Allentown
HOLZMAN, FRED A	Reading
HORNE, EVELYN	Allentown
HOUSER, NAOMI M.....	Allentown
KEMMERER, ADA SARAH.....	Allentown
KENNEDY, VERNA MILDRED.....	Northampton
KETTERING, ABIGAIL SUSAN.....	Annville
KLEIN, FLORENCE GERTRUDE.....	Perth Amboy, N. J.
KORNFELD, LAURA ETHEL.....	Cleveland, Ohio
KRESSLEY, NAOMI BLANCHE.....	Allentown



KRESSLEY, RUTH MARY MATILDA.....Allentown
 KUHLPF, LOUISE SOPHIE.....York
 LAZARUS, KATHARINE WEIL.....Bethlehem
 LITTLE, MARGARET LENTZ.....Allentown
 LOBACH, MARGUERITE LENORA.....Lancaster
 LUCKENBACH, HELEN MARY.....Northampton
 MÁRQUEZ, CONCHA. Guatemala City, Rep. of Guatemala
 MÁRQUEZ, MERCEDES

Guatemala City, Rep. of Guatemala

MCBREIGHT, ELIZABETH JANE.....Reynoldsville
 MURRAY, JULIA MARY.....Murray
 OLWEILER, ANNA KELLER.....Elizabethtown
 PILLOW, EDITH GERTRUDE.....Corning, N. Y.
 POLSTER, AMALIE MARTHA.....Dover, N. J.
 PORTER, LOIS IRENE.....Cuyahoga Falls, Ohio
 QUILHOT, RUTH.....Johnstown, N. Y.
 RAKSANYI, MADELINE ANITA.....South River, N. J.
 RANDOLPH, FLORENCE GERTRUDE.....Chester, Ill.
 ROUSH, MARY DECHANT.....Esterly
 SCHAADT, PAULINE WAGNER.....Allentown
 SCHEIRER, EVELYN LUELLA.....Allentown
 SCHLOTTERER, MARTHA WALKER.....Allentown
 SCOTT, LAURETTA RACHAEL.....Washington
 SEAMAN, ANN ELIZABETH.....Williamsport



Cedar Crest

SEEM, ELIZABETH L.....	Allentown
SHOEMAKER, LORENA MARY.....	Allentown
SNYDER, MAUDE ELIZABETH.....	Allentown
SPICHER, IRENE	Johnstown
STAMM, RHEA MAY.....	Milton
STOFFLETT, DOROTHY LILLIAN.....	Northampton
STREET, FRANCES PENDLETON.....	Newport News, Va.
STRYKER, HELEN LOUISE.....	Minetto, N. Y.
TAGGART, RUTH HEWITT.....	Canton, Ohio
TREMAINE, MARJORIE.....	Greene, N. Y.
TUTEUR, MARY ELIZABETH.....	Cleveland, Ohio
VANDER VEER, MARJORY LUCIA.....	Norwich, N. Y.
WADE, GLADYS DOROTHY.....	Summit, N. J.
WAGNER, MILDRED SARAH.....	Bellefonte
WALLACE, MARGARET RAMBO.....	Greenville
WARD, MILDRED MARTHA.....	Salisbury, Md.
WARREN, MABEL LOUISE.....	Newport News, Va.
WASBUTZKY, RACHEL.....	East Liverpool, Ohio
WEINBERGER, HELEN STEINMAN.....	Zionsville
WITMER, KATHRYN	Stevens
WOLFINGER, EDNA DAY.....	Smithsburg, Md.
WOODRING, MIRIAM MAGDALENE.....	Allentown
ZIMMERMAN, DOROTHY RUTH.....	Allentown
ZIMMERMAN, LEONTINE OSWALD.....	Allentown

ORGANIZATIONS 1920-1921

STUDENT GOVERNMENT ASSOCIATION

<i>President</i>	PAULINE SCHAADT
<i>Vice-President</i>	ANNA OLWEILER
<i>Secretary</i>	LEONTINE ZIMMERMAN
<i>Treasurer</i>	HELEN LUCKENBACH

HOUSE STUDENT GOVERNMENT

<i>House Presidents</i>	ANNA OLWEILER HELEN LUCKENBACH
<i>Treasurer</i>	EMILY BANTA
<i>Honor Board</i>	HELEN DONALDSON HELEN LUCKENBACH ANNA OLWEILER BLANCHE KRESSLEY LULA RIEGEL

GLEE CLUB

<i>President</i>	ANNA OLWEILER
<i>Secretary and Treasurer</i>	LEONTINE ZIMMERMAN
<i>Business Manager</i>	FREDA HOLZMAN

ORCHESTRA

<i>Director</i>	MISS AGNES HAWKINSON
<i>President</i>	MARY ROUSH
<i>Secretary</i>	HELEN DONALDSON

MUSIC CLUB

<i>President</i>	LAURA KORNFELD
<i>Vice-President</i>	MIRIAM CONOVER
<i>Secretary</i>	HELEN WEINBERGER
<i>Treasurer</i>	VERNA DAVIES

DRAMATIC CLUB

<i>Director</i>	MISS SARA GABRIEL
<i>President</i>	MARGARET FAIRCHILD
<i>Secretary and Treasurer</i>	GLADYS WADE



ORGANIZATIONS 1920-1921, continued

LE CERCLE FRANÇAIS

<i>President</i>	. . . . .	EVELYN HORNE
<i>Secretary</i>	. . . . .	BLANCHE KRESSLEY
<i>Treasurer</i>	. . . . .	ANNA OLWEILER

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

<i>President</i>	. . . . .	PAULINE SCHAADT
<i>Vice-President</i>	. . . . .	ANNA OLWEILER
<i>Secretary</i>	. . . . .	EDNA BELLMAN
<i>Treasurer</i>	. . . . .	DAY WOLFINGER

ATHLETIC ASSOCIATION

<i>President</i>	. . . . .	MARGARET FAIRCHILD
<i>Vice-President</i>	. . . . .	GLADYS WADE
<i>Secretary</i>	. . . . .	ANNETTA BROWN
<i>Treasurer</i>	. . . . .	MILDRED WAGNER
<i>Manager</i>	. . . . .	RUTH QUILHOT

HOUSEHOLD ARTS CLUB

<i>President</i>	. . . . .	ESTELLA BANTA
<i>Vice-President</i>	. . . . .	LAURETTA SCOTT
<i>Secretary</i>	. . . . .	MAUDE SNYDER
<i>Treasurer</i>	. . . . .	ESTHER BRENNEMAN

THE ANNUAL

<i>Editor-in-Chief</i>	. . . . .	EDNA BELLMAN
<i>Business Manager</i>	. . . . .	LEONTINE ZIMMERMAN
<i>Associated Editors</i>	. . . . .	{ FREDA HOLZMAN
		{ MARY ROUSH
		{ MARGARET FAIRCHILD
		{ JULIA MURRAY

BEQUESTS

The corporate name of the institution is "Allentown Female College." All bequests should use that name. The following forms are suggested:

FORM OF BEQUEST

"I give and bequeath to Allentown Female College, now operating as Cedar Crest College, the sum of dollars, which is to be safely invested by it in good real estate security, and the interest whereof is to be applied from time to time to the uses and purposes of said corporation."

FORM OF DEVISE

"I give and devise unto Allentown Female College, now operating as Cedar Crest College, and unto its successors and assigns forever, for the uses and purposes of said corporation, all that certain (here describe the real estate)."

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Rev. William F. Curtis, *President*
Cedar Crest College
Allentown, Pa.

Dear Sir:

Please send me by return mail more detailed
information concerning the.....
Course.

You may also send me dormitory floor plans
showing rooms available for the year beginning
September, 192..

Yours respectfully,

Signature

Street

City and State.....

THE WILLIAM L. GILLES, VOLUME 1

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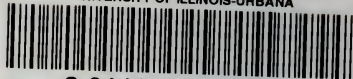
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